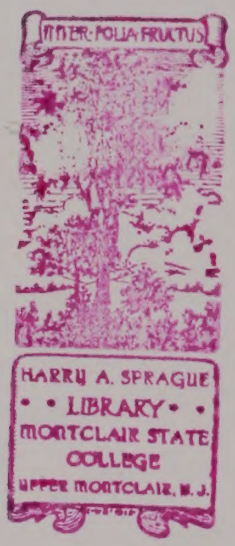
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MONTCLAIR STATE COLLEGE

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Montclair State College
President's Report
Academic Year 1961-1962

CONSTRUCTION PROGRAM

The academic year 1961-62 represents, among other things, a period of intensive building activity. The funds made available to the college as the result of the 1961 Bond Issue provided an appropriation of $3,265,500.00 to the Montclair State College. Five buildings were authorized, and, after many months of planning by college and state officials with architects, contracts were awarded. During the year ground was broken for each of these buildings as follows:

Mens Dormitory	- June, 1961
Music Building	- Nov., 1961
Finley Hall addition	- Nov., 1961
Library	- April, 1962
Grace Freeman Hall	- April, 1962

Yet to be started and still in the planning stage was the renovation of College Hall and the addition to the heating plant. Funds for the renovation of College Hall appear to be insufficient for the purpose. It is hoped that additional funds will be appropriated in the 1963-64 budget to complete this important project.

In addition to the above certain areas of the new gymnasium which were left unfinished were completed. This work was started in July, 1961 and completed in November.

CAMPUS DEVELOPMENT

Perhaps the most dramatic, disturbing and interesting development on the campus of Montclair State College in recent years was the decision to exchange the trap-rock on the upper part of the campus for some 7 acres of ground at the north of the campus. This arrangement with the Houdaille Construction Materials Company involves the removal of more than 3 million tons of rock thereby leveling the campus so that more than 30 acres of additional land could be used for building purposes. This operation is to be completed by December 1965. By the spring of 1962 the operation was ahead of schedule. The blasting on the campus has caused some distress on the part of neighbors of the college, but experts have assured state officials that the controlled blasting which takes place is not injurous to property or life and a constant vigilance is maintained over the existing buildings on the campus to see if damage is being done and whether liability can be established for any such damage.

PRESIDENT'S HOUSE

During the summer of 1961 the residence at 852 Valley Road which is adjacent to property already owned by the college, came on the market. The President of the college recommended to the Commissioner that this be considered for purchase with the thought that ultimately this area might be taken over for the erection of dormitories. In the meantime the house could be used as a residence for the president of the college. The Commissioner of Education arranged to have the house evaluated. As a result the State of New Jersey purchased the property. The purchase agreement included an arrangement whereby the previous owners of the

property could occupy it until April 30, 1962 with no charge; after that date a rental of $10 per day was to be paid for occupancy.

The previous owners evacuated the property over the weekend of June 16 and the college began to prepare it for occupancy by the president of the college before the 1962-63 academic year.

SPRAGUE PORTRAIT

In connection with the erection of the new library, to be known as Sprague Library, it seemed advisable to have a suitable portrait of the president emeritus after whom the building is to be named. Consequently, a campaign was organized to raise $1,500 to pay for the completion of a bronze bust. This campaign was organized under the general chairmanship of Mr. Joseph Masiello with Professor Lawrence Conrad as the campus coordinator. Individual letters were sent to alumni and friends of Dr. Sprague. By the end of the spring semester 1962, the funds were in hand to provide this portrait.

The sculptor chosen to execute the bronze bust was Archimedes Giacomantonio, professionally known as Jock Manton, who has been commissioned to do a number of busts of nationally known people including former Presidents Eisenhower and Truman. The bust will be ready for installation in the library when the building is completed.

COLLEGE DEVELOPMENT FUND

The College Development Fund continues to grow slowly but surely as support from alumni, parents of students, the public and the faculty increases each year.

In the spring of 1962 additional faculty grants were made from the College Development Fund as listed below.

Edward Ambry, Director of Field Services (on leave 1961-62). $650
"To continue graduate work and to represent the college at the annual meeting of the Association of Field Services in Teacher Education of which he is the president-elect."

Richard J. Barker, Assistant Professor of Social Studies. $500
"To assist in a study of French Economic History during the summer of 1962 at the French National Archives and the Bibliotheque Nationale."

Marie Frazee, Assistant Professor and Academic Counsellor. $1,000
"To assist in the pursuit of the doctors degree in the field of student personnel during the academic year 1962-63."

Edith Lenel, Assistant Professor of German and Library Cataloguer. $500
"To study the methods of teaching living foreign languages in the German secondary schools and to study the types of training for library service in Germany during the summer of 1962."

George Placek, Assistant Professor of Science. $150
"To provide for necessary expenses in connection with participation in the 1962 Summer Physics Institute at Rutgers, The State University."

Thaddeus J. Sheft, Assistant Professor and Co-director, Audio Visual Center $1,000
"To pursue graduate studies in the field of audio-visual teaching aids during the summer of 1962."

ADMISSIONS

The selection of candidates for admission to Montclair State College continues to be a growing and complicated problem. The number of candidates increases each year, the result of which is a continuing raising of admission standards; thus the quality of students, at least as measured by the admissions criteria, is improving each year rather remarkably.

There were more than 2,600 bonafide applications for entrance into the freshman class of 1962. Of these applicants the college wished to admit a group of about 650. Actually it appears as though this number will be exceeded, since there have not been as many withdrawals from those who have been accepted as had been anticipated.

There are many problems in connection with the admissions program that need careful consideration. It is obvious that continued research and experimentation need to be carried on in this general field of college operations if the best candidates for future teaching positions in the State of New Jersey are to be selected for admission to the state colleges.

FACULTY RECRUITMENT

Recognizing the increasing difficulty in recruiting competent faculty members, especially in certain subject areas such as mathematics, science, industrial arts, home economics and languages, the college administration has established a cooperative plan of faculty recruitment with a number of state colleges in the eastern part of the United States. This plan includes steps to recognize outstanding seniors or recent graduates who might be potential college teachers, identifying these and exchanging information among colleges for recruitment purposes. During the academic year 1961-62 this plan was inaugurated and has already borne some fruit. It is believed that as the years go on this will become a very valuable source of recruitment for outstanding faculty members from other colleges as well as for Montclair State College.

A special brochure on faculty recruitment was developed during the year. This is used in correspondence with potential faculty members. The plan is to identify candidates early in the year, indeed, to identify them in some cases two or three years before they will be actually employed. It is obvious that a program of this kind is necessary if faculty recruitment is to be successful in an era of growing shortages of competent people.

For the academic year 1961-62 the following faculty members were added:

Name	Rank	Department
Philip H. Anderson	Assistant Professor	Mathematics
John T. Bell	Demonstration Teacher	Social Studies
Richard A. Bening	Assistant Professor II	Mathematics
Shirley A. Brand	Demonstration Teacher	Mathematics
Gert L. Daniels	Associate Professor	Science, Zoology and Biology
Ralph Fanelli	Assistant Professor II	Speech and Drama
Vladimir L. Garik	Assistant Professor	Science, Chemistry, Phys.Chem.
Alfred H. Gorman	Associate Professor	Education
Donald B. Gregg	Assistant Professor	Education, Personnel & Guidance
Marilyn S. Hatzenbuhler	Assistant Professor II	Home Economics
Mary Hellman	Assistant Professor II	Library Studies
Gilbert O. Hourtoule	Associate Professor	Social Studies
Raymond Jump	Assistant Professor	Education
Doris E. Kibbe	Assistant Professor	Foreign Languages (Latin)
Leah K. Koditschek	Assistant Professor	Science - Bacteriology
Charles L. Leavitt	Assistant Professor	English
Gilbert Leight	Associate Professor	Speech
Orville O. Liebschner	Assistant Professor II	Mathematics
Robert E. Mac Vane	Supervisor II	Assistant, Part-Time, Extension & Summer Session Division
George A. Olsen	Assistant Professor II	Industrial Arts
Sara M. Prieto	Assistant Professor II	Spanish
Jane F. Purcell	Assistant Professor	Fine Arts
Bertha B. Quintana	Associate Professor	Social Studies
Helen Z. Rendall	Assistant Professor II	Resident Alumni Secretary
Thomas H. Richardson	Professor	Education
Marian A. Salanitro	Supervisor II	Assistant Director of Admissions
Ursula Schoenheim	Assistant Professor II	Foreign Languages (Latin)
Barbara A. Schumacher	Assistant Professor II	Physical Education
Don M. Seigel	Assistant Professor II	English
B. Ernest Shore	Assistant Professor	Foreign Language (Returning after year abroad)
Marian Siegeltuch	Assistant Professor II	Library
Terence Sweeney	Assistant Professor	English
Anne L. Venezia	Assistant Professor	Physical Education
Seymour Wadler	Sub. Assistant Professor	Social Studies
David L. Watkins	Assistant Professor II	Physical Education
Vernon Williams	Assistant Professor	Mathematics

New Faculty At Start of Second Semester, 1961-62

Name	Rank	Department
Edward E. Bossman	Associate Professor	Mathematics
Martin A. Cohen	Assistant Professor II	Mathematics
Marian J. Collins	Associate Professor	Business Education
Earle Rugg	Distinguished Professor	Education

COLLEGE PUBLICATIONS

The college continues to operate a sizeable publications program. The scope and importance of these publications to the college and the public which it serves require a coordination which at the present time is not adequate. There should be someone on the administrative staff who is directly responsible for all publications. This person should be trained in writing and re-writing and in the art of typography.

Without competent coordination a publications program as extensive as that which the college now carries on is apt to be wasteful through duplications, through improper use of the publications and through errors which are the result of inexpert handling of this rather technical area of college operation.

Publications during 1961-1962

10,000	copies	Undergraduate catalogues
2,500	"	Schedule of classes, fall semester
30,000	"	Folder Information for Prospective Students
10,000	"	Speech Department Brochure
1,000	"	Faculty Report Bulletins - Publications & Dissertations 1955-1960
2,630	"	President's Report
300	"	Industrial Arts Flier "Conference on Industrial Arts and Contemporary Society"
2,200	"	Schedule of classes, spring semester
1,000	"	Guild News (2 editions; 1,000 copies per edition)
2,500	"	Folders - Introducing Montclair
5,000	"	Financial Aid Booklets
11,000	"	Summer Session Bulletin
12,000	"	Announcements of Part-Time and Extension Division for 1962-1963
15,000	"	Montclair State College Today and Tomorrow
10,000	"	Music Brochures (pending)
2,500	"	Research abstracts
10,000	"	Alumni Life (4 pages)
15,000	"	Alumni Life Annual
20,000	"	This Is Montclair State
		NSF Pamphlet

PROFESSIONAL INTEGRITY PROGRAM

There appears to be a growing problem in colleges and universities in America in dealing with matters of cheating and plagiarism on the part of student, both graduate and undergraduate. Recognizing this as a serious threat to the very basic purpose of education, a committee of faculty and students at Montclair State College have for a number of months carried on investigations and developed proposals under the general heading of "Professional Integrity Program."

The basic assumption underlying any program of education, including a college education, is that the persons concerned will emerge from the program better individuals than when they started. The basic purpose in acquiring knowledge is to make better human beings. If in the process of four years of college education, students learn attitudes and techniques which are basically dishonest, then the educational program, no matter how rich it is in subject matter content, is failing. If when acquiring knowledge these individuals are not stronger and better people, then there is little point in the pursuit of knowledge. The professional integrity committee has uncovered a number of practices which they believe faculty members could pursue in order to reduce the temptation and even the possibility of cheating. A list of these recommended practices has been mimeographed and distributed to the faculty and this matter has been the subject of discussion in departmental meetings, administrative council meetings and general faculty meetings.

Somehow the faculty and administration of a college must strive to set a climate on the college campus which discourages dishonest and unfair practices. This is a matter largely of tradition passing from one generation of students to the other and it is not easy to cope with. Nevertheless, it is a battle which must be continually waged and there is little doubt that colleges differ tremendously in terms of the amount of this kind of illicit traffic in knowledge.

Montclair State College has not found the answer to the improvement of professional integrity, but it certainly has recognized the problem and there is active pursuit for some kind of answer.

ECONOMIC EDUCATION

During the year 1961-62 the Montclair State College achieved national recognition for the program of economic education which has been developed in the Center for Economic Education located at the college.

The Center for Economic Education located at Montclair State College is a cooperative adventure between the college and the New Jersey Council on Economic Education. The New Jersey Council on Economic Education consists of a combination of educators, businessmen, industrialists, labor leaders and others who are interested in disseminating economic information and providing economic education programs in the schools of New Jersey. The Council raises funds with which to carry on this program; one of the results of these fund raising activities is the Center for Economic Education located at Montclair State College.

As a result of the projects which have been established throughout the State and the training programs which have been conducted at Montclair State College and other places under the leadership of the Center, the college has been able to employ a staff which, in the fall of 1962, will consist of a full time secretary, a full time field director and a part time economist who will be a consultant to economic education programs throughout the State.

In addition to the contributions made by industries and other groups in the State, the college has received in recognition of its work in economic education a three year grant of $12,000 from the Young Presidents Organization and a grant of $10,000 from the United States Steel Foundation. The result has been a stepped up program during the spring and summer of 1962, and continuing during the academic year 1962-63. This program is described in the mimeographed materials attached herewith.

COLLEGE PLAYERS

The college enjoyed an unusual recognition during the academic year when the dramatic organization, Players, was selected among many competing colleges to travel under the auspices of the USO and present a dramatic production to men in the armed services in the North Atlantic Theater.

The production chosen for this tour was George Kaufman's "Light Up The Sky." The play was presented as the spring production of the Players group. During the month of June, the cast of 14 and the director prepared their stage settings according to specifications that could be flown in army airplanes. There was a final presentation of the play on June 30 before leaving on tour. Preceding the June 30 presentation of the play there was a buffet supper on campus for friends of the college and USO officials as well as citizens active in Community Chest campaigns.

ATHLETICS

Montclair State College does not stress athletics unduly; indeed, the athletic program operates under severe handicaps. There is insufficient outdoor space available for adequate practices. The football field and the baseball field overlap. Moreover, the football field is not only used for varsity contests but is also the only available space for women's outdoor sports, for track, soccer and field events.

The coaching staff in all sports are allowed insufficient time under teaching load to carry the responsibilities they do in coaching. No special consideration is given to athletes who apply for admission to the college. There are no athletic scholarships; in general athletics is a normal part of the college life with no special considerations or encouragements.

In spite of the more or less casual attitude towards athletics on the part of the college generally, it is surprising how well the athletic teams do in competition. During the academic year 1960-61, Montclair State College had an undefeated football team. The same team went undefeated through most of the 1961-62 football season. The result has been that some of the teams that have normally played Montclair now prefer not to, so that games have been scheduled with teams in a higher bracket of competitive performance.

The basketball teams for Montclair State have done surprisingly well considering the size of the players and the amount of time and energy given to the sport. The 1961-62 team, which at first appeared to be very commonplace, especially because of the lack of size among the players, came through with a very excellent record, and indeed, won the state college championship.

An unexpected amount of success has been achieved by the track and field teams. Here again these sports go forward under most unusual handicaps, and yet, with persistence and encouragement, students have developed in some cases to where they were eligible for national competition.

MEMORIAL DAY PROGRAM

Ever since the completion of the Memorial Auditorium and the installation of the Memorial Organ in this fine building, the college has carried on a special Memorial Day Program in cooperation with patriotic organizations including legion posts in the neighboring communities.

Each year a different theme is taken and presented in a one hour program which utilizes the Memorial Organ and trys in a period of 60 minutes or less to impress the audience with the importance of considering the causes for which men have given or offered to give their lives to their country. These programs have not yet attracted a large audience, but in every case they have deserved a very enthusiastic response from those who have participated and each year the audience grows some in number.

The programs now are planned and carried out by a faculty-student committee. The attendance and other arrangements are handled by a group of cooperating citizens from the surrounding communities; it is hoped that in the future these programs will come to be a source of inspiration to which at least 1,000 people will turn their faces during the Memorial Day season.

COMMENCEMENT 1962

The commencement program for the academic year 1961-62 held on June 7 in the college amphitheater was perhaps the most extensive the college has ever conducted. 460 bachelor of arts degrees and 73 masters degrees were awarded at this time. In addition to this there were two honorary degrees awarded to outstanding alumni of the college. Citations for the honorary degrees are given below.

RUTH HORNBY PAGE - Teacher, civic worker, Executive Director, State Federation of District Boards of Education, New Jersey; distinguished alumna of Montclair State College; high school teacher for seven year; former President of Radburn Parent-Teacher Association; member and President of Fair Lawn Board of Education, 1950-57; co-founder of Fair Lawn Citizens Committee for Better Schools; Secretary of Bergen County Committee for State School Aid; inaugurator of first state workshop for school board members; delegate to White House Conference on Education; member of New Jersey State Citizens Committee for Public Schools; member, Steering Committee for New Jersey College Bond Issue, 1959; current President, National Association of Executive Directors of State School Board Associations.

GEORGE ROCHBERG - Musician, composer, educator; distinguished alumnus of Montclair State College; Chairman, Department of Music, University of Pennsylvania; recipient of many awards including Fulbright Fellow to Rome, Fellow of American Academy in Rome, George Gershwin Memorial Award, Guggenheim Fellowship, and Naumberg Recording Award. His compositions have been performed by the Philadelphia Orchestra, Louisville Philharmonic, New York Philharmonic. His second symphony, when performed by the New York Philharmonic Orchestra, elicited this appraisal from a leading critic: "The symphony by the 43-year-old American composer made a strong impact in its initial performance here. Its twenty-seven-minute compass is constantly alive with a brilliantly organized development of material contained in a twelve-tone theme."

PUBLIC APPEARANCES

The president of a college has many demands upon his time and energy. Not the least of these are requests to speak at various functions, greet groups on campus and represent the college at educational meetings. In responding to these invitations it is necessary to be selective as there is only a limited amount of time and energy that can be given to such activities. Yet it is important for the college to be represented especially within the state of New Jersey where the president can come before groups of educators, potential college students, parents and others.

The following list is indicative of the commitments which were carried out by the president during the academic year 1961-62:

July 5-Greeted conference of Young Baptists meeting on campus.
10-Greeted conference of college Mathematics teachers.
12-Led discussion for PTA workshop on campus.
Aug. 18-Awarded certificates to those completing Driver Education course.
19-Executive Committee meeting, New Jersey Council on Economic Education.
Oct. 3-Luncheon on Education-Newark.
5-In-service training institute-Harding Township.
6-Speaker, Personnel Management Seminar, U.S. Army, Ft. Monmouth.
10-Speaker, Upper Montclair Business Association.
24-Executive Committee Meeting, New Jersey Association of Colleges and Universities.
26-Consultant, special committee of American Association of Colleges for Teacher Education-New Media for Teaching.
30-Morris County Education Meeting.
Nov. 5-Speaker, dedication of new Junior High School-Englewood, N.J.
8-Interviewed on radio station WNTA, re:modern educational problems.
10-Speaker, New Jersey Association, Health and Physical Education, Atlantic City.
14-Speaker, Chatham PTA.
15-Chairman, Mayors Committee on N.J. Tercentenary-Committee meeting.
16-Greeted conference of cooperating teachers.
28-Dinner with visiting guidance counselors, New Jersey High Schools speakers.
Dec. 4-Dinner with guidance counselors.
6-Meeting with College Development Fund Committee.
8-Speaker-Personnel Management Seminar, U.S. Army, Washington, D.C.
Annual Meeting, National Association of Manufacturers, New York City.

Dec. 11-Dinner, guidance counselors.
26-Speaker, Rotary Club.
Jan. 16-Greeted meeting of cooperating teachers, Speaker, College Womens Club, Summit.
18-Member of panel-Associated Boards of Education, Essex County.
Feb. 5-Speaker, Montclair Chamber of Commerce.
6-Attended Essex County PTA Dinner.
7-Sussex County Superintendents Meeting.
9-Speaker, Verona Boy Scout dinner.
11-Presided, concert, Montclair Art Museum.
16-Speaker, Government Seminar on Personnel Management-Washington, D.C.
22-Speaker, Glen Ridge Teachers conference; Speaker, Montclair YMCA annual dinner.
Mar. 8-Special dinner for business and industrial leaders-New Jersey Council for Economic Education.
9-Speaker-Personnel Management seminar-U.S. Army, Asbury Park.
9-Meeting with college administrators and professors of economics-New Jersey Council on Economic Education, Princeton, N.J.
16-Meeting with Union County Superintendents.
17-Greeted conference of older Boy Scouts on campus.
18-Meeting, New Jersey Association of Colleges and Universities.
26-Speaker-Rotary Club, Clifton, N.J.
27- " " ",Montclair,N.J.
30-Greeted Social Studies conference.
April 3-Annual Breakfast, co-sponsored by Bankers National Life Ins. Co.
11-Greetings to conference on Health Education.
13-Speaker-Dunworker Club, Montclair.
16-Speaker-Luncheon on Economic Education, Indianapolis, Ind.
25-College conference on "Who Should Be Educated?"
27-North-east conference of Deans and Presidents of State Colleges,
28- Providence, Rhode Island.
29-Newman Club breakfast; Ground-breaking-Grace Freeman Hall.
30-Audio-Visual Education Conference, Morris County-Chairman of Panel.
May 2-Speaker, luncheon on Economic Education, Boston, Mass.
4-Speaker, luncheon on Economic Education, Columbus, Ohio.
7-Speaker, Luncheon, United Fund of West Essex.
16-Speaker, Bergen County Library Association.
17-Speaker, Annual Meeting, Committee on Economic Development, Washington, D.C.
18-Personnel Management Conference, U.S. Army, Asbury Park.
22-Greet Guidance Round-table.
June 5-Speaker-Graduate School, U.S. Department of Agriculture, Washington.
8-Speaker-Personnel Management Seminar, Ft. Detrick, Maryland.
10-Speaker, Commencement exercises, Southern Connecticut State College, New Haven.
21-Speaker, Commencement exercises, Dumont High School, N.J.

MONTCLAIR STATE COLLEGE

Dean of the College

Report to the President
Academic Year
1961 - 1962

General Progress

The enrollment of the College, both in the undergraduate and graduate divisions, continued to increase despite an attempt to hold the undergraduate total to 2200. The gross enrollment of undergraduates rose to 2234.

Problems of limitation of space with resultant restriction of moveability were difficult. The percentage use of rooms during the regular class hours from 8:30 to 4:30 was, in general, far above the optimum, especially in physical education facilities. Greater use of off-campus facilities in swimming pool, riding stables, tennis courts, bowling alleys, skating arena, and golf courses made it possible to schedule physical education courses. Transportation problems for these off-campus classes somewhat limited their use. In addition special costs for these classes operated to limit the enrollment for this special work.

Crowded faculty offices, especially in the larger departments as for example the education department with 14 desks in a room of ordinary classroom size, continued to make the counseling and faculty-student conference program difficult.

Work on the development of approved curricula continued from the preceding year with some hopes of completing the patterns for all majors. Only those in which there was complete agreement with the Director of Teacher Education and Certification were approved. What is hoped to be final recommendations were given to the State Department of Education for all other curricula now in operation. As of July, 1962 no further action has been taken by the approval authorities.

Curriculum Approvals

The final recommendations for approved curriculum patterns were forwarded to the State Department of Education in December, 1961 for the following major and minor programs:

Majors: English, Fine Arts, French, Latin, Spanish, Home Economics, Industrial Arts, Mathematics, Science

Minors: English, Biological Science, Physical Science, French, Latin, German, Spanish, Mathematics

Approval of these major and minor curricula, courses in general education, professional education and electives in the departmental areas in the list above was given by Commissioner Raubinger under date of March 15, 1962.

Postponed for further study and negotiation were the remaining major and minor curricula including business education, music, physical education, social studies, speech, and minor curricula in these areas and geography. Negotiations were continued with the Director of Teacher Education and Certification and the departments of instruction concerned. Agreements were apparently reached and final recommendations were submitted in April 1962. Subsequently some problems of insufficient credits in accounting for the accounting major and minor to provide certification were called to our attention by the office of certification. Revised recommendations for these areas were presented on June 27, 1962. It is expected that approval will soon be given. The status of the geography minor is still in question.

Study of new course offerings and revision of present offerings proceeded during the year. The following new courses were submitted to the State Department of Education for approval through regular channels.

	Approved	
Home Economics 425	Home Economics in the Elementary School	2 s.h.
Education 493	Recent Trends in European Education	6 s.h.
Home Economics 408	Family Health and Home Nursing	2 s.h.
	Pending Approval	
Latin 501	History of the Latin Language	2 s.h.
Latin 407	Laboratory Materials for Latin Teachers	2 s.h.
Social Studies 489	South Pacific	6 s.h.
Social Studies 407A and 407B	Seminar in Economic Education	3 s.h.
Phys. Ed. 450	Curriculum Development in Physical Education	2 s.h.
Social Studies 448	South Asia	3 s.h.
French 407	Modern French Theater	2 s.h.
Spanish 521	Contemporary Spanish Drama	2 s.h.
Speech 495G	Principles of Speech Therapy	2 s.h.
Phys. Ed. 415	Movement Techniques and Rhythmic Accompaniment	2 s.h.

Graduate Bulletin

During the year the catalog of graduate offerings was revised and reprinted. Format remained approximately the same as the previous year's issue. The cover was changed to a distinctive red in conformity with the College colors. A total of 4500 copies were delivered for distribution during the summer to a revised mailing list.

Leadership Conference

The Dean served during the preceding summer on the planning committee for the Fall State Department of Education Leadership Conference. The Dean also served as a panel member on the program. The theme of the Conference was on general improvement of instruction.

Foreign Student Exchange

There were only four students in the program for the academic year, one each from the countries of Austria, Cuba, Germany, and Sweden. They were

very much in demand for programs with parent-teacher associations, community organizations, and College clubs and classes. The provision of a work scholarship for tuition was supplemented by several of the students by work in the College cafeteria and bookstore. One student was awarded the Michigan State scholarship for attendance at their Christmas festival.

Outdoor Education

The program in outdoor education for sophomores was greatly improved during the year by the assignment of a coordinator with experience in this area. Dr. John G. Redd of the Physical Education and Health Department was given part-time credit on his teaching load to assume this responsibility. The program was better organized, greater coordination with departmental planning was established, students were better oriented to the program and supervision and administration of the program improved. Additional time on teaching load should be given for the work of this coordination.

The secretarial work is carried by the secretary to the Dean. This has made necessary an extensive amount of additional work in the way of correspondence, notices to faculty and students, and records. Special budget provisions should be made for coordinator and secretarial help without adding this to the burden of work of the office of the Dean of the College.

Faculty Review Committee

Regular quarterly meetings of the Faculty Review Committee were held during the year under the chairmanship of the Dean. Policies and procedures concerning faculty were reviewed and discussed. The President of the College was invited to present information particularly on promotion and tenure policies. General faculty concern was reported with respect to some cases where particular faculty members seemed to feel their situation had not been adequately appraised. Invitation was given to any faculty member who wished to come before the Faculty Review Committee and present his case. No specific appeals were made. The fact that a committee exists and is acting on behalf of all faculty members seems to have a good morale effect.

Honors Program

The honors program continued with general success under the direction of the Committee on Academic Honors and Graduation. The Committee has reorganized to some extent the freshman participation in the seminar, providing for more student leadership and responsibility and less emphasis on faculty lectures. Plans are made for extension into the junior year for the next academic year.

Under the leadership of the Committee, headed by Dr. Jerome Seidman, a conference on "Educating the Talented" was held at the College on April 5, 1962. Representatives of colleges and high schools were invited to participate. Over three hundred attended. Evaluation sheets were filled in by 244 participants with 87 per cent indicating they considered the conference "good" or "very good." Of the respondents 96 per cent answered that another conference during the next year would be welcomed by their school. The conference was evaluated as successful in explaining and exploring problems on the initial level.

Academic Counseling

Progress was made in the organization and procedures for academic counseling in cooperation with the Student Personnel Division. More and more

faculty members are becoming familiar with the place of academic guidance in relation to general student personnel problems. This progress is reported in more detail in the section in the report of the Dean of Students dealing with academic counseling. The Dean of the College and the Dean of Students have conferred frequently regarding this dual responsibility. Counselor's briefing sessions are considered a joint function of these two officers. The Dean of the College is concerned with maintenance of academic standards, assignment of faculty members as advisers and problems of student-faculty relationship.

Special Activities

In addition to the routine duties, committee activities, and on-campus conference attendance, the Dean has participated in the following activities during the academic year.

1961

September	26	Convocation - Paterson State College
October	7	Conference of Chairmen of Evaluating Committee, NCATE, Washington, D. C.
October	15-18	Chairman of Evaluation Team for NCATE, Southern Connecticut State College, New Haven, Connecticut
October	20	New Jersey Council of Education, Far Hills, New Jersey
November	6	Departmental Staff Meeting, Trenton, New Jersey
November	9-11	New Jersey Education Association Convention, Atlantic City,
November	23-25	Middle States Association of Colleges and Secondary Schools, Convention, Atlantic City, N. J.
December	2	Student Education Association Conference, Seton Hall University, South Orange, N. J.

1962

January	4	Student National Education Association, Hotel Commodore, New York City
January	5	Teacher Education and Professional Standards Commission Conference, New York City
January	19	Evaluation Chairmen - Middle States Association and NCATE, New York University, New York City
February	6	Deans and Presidents Meeting - Paterson State College
February	12-15	Chairman of Evaluation Team for NCATE, Cortland State College, Cortland, New York
March	8	New Jersey Council of Education, Far Hills, New Jersey
March	22	Interstate Teacher Education Conference, Teachers College, Columbia University, N. Y. - Member of Discussion Panel

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March	24	New Jersey Association of Colleges and Universities, Bloomfield College, Bloomfield, N. J.
March	29	General Education Committee, Trenton, N. J.
April	26	Superintendents Meeting with Commissioner of Education, Trenton, N. J.
May	11	Team Chairmen Meeting, Middle States Association and NCATE Evaluation, Pace College, New York City

Respectfully submitted,

C. M. Huber

C. M. Huber
Dean of the College

CMH:CHS
July, 1962

NEW JERSEY STATE COLLEGE AT MONTCLAIR

Office of the Registrar

Report to the President
Academic Year
1961——1962

NEW JERSEY STATE COLLEGE AT MONTCLAIR

Office of the Registrar

Report to the President

Academic Year

1961 - 1962

UNDERGRADUATES

Trends and Developments

The total gross enrollment of the undergraduate division for the academic year 1960-61 represented all counties of the State and no out-of-state.

Registrar's Office
Table I

ANALYSIS OF ENROLLMENT
YEAR, 1961-62

Undergraduate Division Gross Enrollment by Counties

County	Men	Women	Total	Percentage of Total Enrollment
Atlantic	9	9	18	
Bergen	177	270	447	19.6
Burlington	7	8	15	
Camden	3	21	24	
Cape May	-	3	3	
Cumberland	4	9	13	
Essex	255	367	622	27.2
Gloucester	1	6	7	
Hudson	78	96	174	7.6
Hunterdon	1	6	7	
Mercer	5	14	19	
Middlesex	24	54	78	
Monmouth	25	67	92	
Morris	38	69	107	4.6
Ocean	8	17	25	
Passaic	126	255	381	16.7
Salem	-	7	7	
Somerset	9	24	33	
Sussex	17	20	37	
Union	58	95	153	6.7
Warren	7	11	18	
Out-of-State	-	-	-	
Totals	852	1428	2280	

DISTRIBUTION BY COUNTIES, FALL, 1961 REPRESENTED ALL COUNTIES AND

NO OUT-OF-STATE

Registrar's Office
Table II

ANALYSIS OF ENROLLMENT

Fall, 1961

Undergraduate Division by Counties

County	Men	Women	Total	Percentage of Total Enrollment
Atlantic	9	9	18	
Bergen	174	263	437	19.5
Burlington	7	8	15	
Camden	3	21	24	
Cape May	-	3	3	
Cumberland	4	9	13	
Essex	251	354	605	27.0
Gloucester	1	6	7	
Hudson	78	95	173	7.7
Hunterdon	1	6	7	
Mercer	5	14	19	
Middlesex	23	54	77	
Monmouth	25	67	92	
Morris	37	68	105	
Ocean	8	17	25	
Passaic	124	249	373	16.6
Salem	-	7	7	
Somerset	9	24	33	
Sussex	17	18	35	
Union	56	93	149	6.66
Warren	7	10	17	
Out-of-State	-	-	-	
Totals	839	1395	2234	

DISTRIBUTION BY COUNTIES, SPRING, 1962, REPRESENTED ALL COUNTIES AND NO OUT-OF-STATE

Registrar's Office
Table III

ANALYSIS OF ENROLLMENT

Spring, 1962

Undergraduate Division by Counties

County	Men	Women	Total	Percentage of Total Enrollment
Atlantic	9	9	18	
Bergen	166	263	429	19.6
Burlington	8	8	16	
Camden	2	20	22	
Cape May	-	3	3	
Cumberland	4	9	13	
Essex	239	346	585	26.8
Gloucester	1	6	7	
Hudson	79	89	168	7.7
Hunterdon	1	6	7	
Mercer	5	14	19	
Middlesex	24	53	77	
Monmouth	24	65	89	
Morris	35	63	98	
Ocean	8	17	25	
Passaic	123	242	365	16.7
Salem	-	7	7	
Somerset	9	22	31	
Sussex	17	20	37	
Union	54	90	144	6.6
Warren	7	11	18	
Out-of-State	-	-	-	
Totals	815	1363	2178	

The distribution of enrollments by departments for the gross enrollment, for the Fall, 1961 and for the Spring, 1962 are shown in Tables IV, V, and VI, which follow:

Registrar's Office
Table IV

ANALYSIS OF ENROLLMENTS
Undergraduate Division, Gross Enrollment 1961-62
Distribution by Departments and Classes

Curricula for Secondary Teachers	Year in College						
	First	Second	Third	Fourth	Men	Women	Total
Business Education	27	44	47	56	39	135	174
English	62	64	67	70	49	214	263
Speech	24	22	20	19	12	73	85
Fine Arts	39	51	44	40	41	133	174
Home Economics	40	43	41	22	-	146	146
Industrial Arts	42	40	28	33	143	-	143
French	22	23	17	12	10	64	74
Latin	11	15	9	3	7	31	38
Spanish	31	20	25	22	21	77	98
Mathematics	68	72	68	44	89	163	252
Music	25	31	25	19	56	44	100
Physical Education	50	59	56	53	142	106	248
Science	60	66	46	35	119	88	207
Social Studies	65	73	79	87	155	149	304
Undecided	1	-	3	-	2	2	4
Totals	567	623	575	515	852	1428	2280

Registrar's Office
Table V

ANALYSIS OF ENROLLMENTS
Undergraduate Division, Fall, 1961
Distribution by Departments and Classes

Curricula for Secondary Teachers	Year in College						
	First	Second	Third	Fourth	Men	Women	Total
Business Education	26	43	45	55	38	131	169
English	61	59	67	70	48	209	257
Speech	23	21	20	19	12	71	83
Fine Arts	39	49	42	40	41	129	170
Home Economics	40	41	39	22	-	142	142
Industrial Arts	42	39	28	33	142	-	142
French	22	22	16	12	10	62	72
Latin	11	14	8	3	7	29	36
Spanish	30	19	25	22	21	75	96
Mathematics	68	71	66	44	88	161	249
Music	25	30	24	19	55	43	98
Physical Education	49	56	56	52	106	107	213
Science	59	62	46	35	116	86	202
Social Studies	65	71	79	86	153	148	301
Undecided	1	-	3	-	2	2	4
Totals	561	597	564	512	839	1395	2234

Registrar's Office
Table VI

ANALYSIS OF ENROLLMENTS
Undergraduate Division, Spring, 1962
Distribution by Departments and Classes

Curricula for Secondary Teachers	Year In College						
	First	Second	Third	Fourth	Men	Women	Total
Business Education	24	44	49	48	34	131	165
English	61	60	63	63	45	202	247
Speech	24	21	21	21	12	75	87
Fine Arts	40	48	42	37	37	130	167
Home Economics	34	40	39	20	-	133	133
Industrial Arts	39	40	27	28	134	-	134
French	20	23	17	12	10	62	72
Latin	13	13	7	3	7	29	36
Spanish	29	20	24	22	21	74	95
Mathematics	69	70	57	42	85	153	238
Music	23	30	23	19	55	40	95
Physical Education	45	60	54	51	107	103	210
Science	58	63	46	34	116	84	200
Social Studies	56	73	76	83	145	143	288
Undecided	6	1	4	-	7	4	11
Totals	540	606	549	483	815	1363	2178

ADVANCED STANDING

Advanced Standing (transfer and re-admitted) students admitted during 1961-62 totaled 136. New Freshmen - 2 -- Grand total admitted - 138.

The distribution by classes was: Transfer Students

Fall Semester		Spring Semester	Total
Freshmen	1	4	5
Sophomores	55	24	79
Juniors	17	8	25
Seniors	1	-	1
	74	36	110

The distribution by classes was: Re-admitted Students

Fall Semester		Spring Semester	Total
Freshmen	-	-	-
Sophomores	8	2	10
Juniors	4	3	7
Seniors	6	3	9
Totals	18	8	26
New Freshmen	-	2	2

Recapitulation: Transfer and Re-admitted Students

Fall Semester		Spring Semester	Total
Freshmen	1	6	7
Sophomores	63	26	89
Juniors	21	11	32
Seniors	7	3	10
	92	46	138

The distribution by department was:

Business Education	13
English	19
Speech	9
Fine Arts	12
Home Economics	10
Industrial Arts	5
French	5
Latin	4
Spanish	4
Mathematics	11
Music	7
Physical Education	15
Science	10
Social Studies	14
	138

ENROLLMENT

Registrar's Office
Table VII

STATUS OF STUDENT REGISTRATION
End of Fall and Spring Semester, 1961-62

	Fall, 1961			Spring, 1962			Grand
	Men	Women	Total	Men	Women	Total	Total
Total Semester Registration	839	1395	2234	815	1363	2178**	4412
Number of Withdrawals	23	55	78	27	56	83	161
Number of Dismissals	2	-	2	13	8	21	23
Number Suspended	-	-	-	-	-	-	-
Number of Graduates	12	8	20 *	178	262	440	460
Number Enrolled at end of Semester	802	1332	2134	597	1037	1634	3768
Graduated September, 1962				3	9	12	12
Number Enrolled at end of Semester				594	1028	1622	3756

* Twenty seniors completed requirements at the end of the Fall Semester. Degrees were conferred June, 1962.

** These fitures include 44 advanced standing students admitted or readmitted in the Spring Semester - 13 men and 31 women.

Reasons for Withdrawals:	M	F	Total	M	F	Total	Grand Total
Transfer	1	10	11	2	9	11	22
Financial	1	3	4	-	5	5	9
Not interested in Teaching	1	6	7	1	3	4	11
Illness-Health-Injury	3	6	9	4	4	8	17
Personal	5	9	14	7	5	12	26
Entering Service	5	-	5	1	-	1	6
No Reason	3	2	5	-	1	1	6
Marriage	-	8	8	-	3	3	11
Employment	2	4	6	-	2	2	8
Family Reasons	-	4	4	-	2	2	6
Moving	-	2	2	-	1	1	3
Entering Another Field	1	-	1	-	-	-	1
Low Scholarship				6	1	7	7
Reason Unknown				6	18	24	24
Deceased				-	1	1	1
Entering Convent				-	1	1	1
Transferred Part-Time & Ext.	1	1	2	-	-	-	2
	23	55	78	27	56	83	161
Reasons for Dismissal:							
Low Scholarship	1	-	1	13	8	21	22
Suspended	-	-	-	-	-	-	-
Recommended to Withdraw	1	-	1	-	-	-	1
Total	2	-	2	13	8	21	23
Grand Total	25	55	80	40	64	104	184

TRENDS IN ENROLLMENT

FRESHMAN: Freshman enrollment 1961-62 was as follows:

September, 1961	196	Men
	365	Women
	561	Total

Of this total, 195 men and 365 women were entering Montclair as new students. There was one advanced standing freshman. There was no entering freshman class in January, 1962.

SUMMER SESSION: The percentage of yearly enrollment of undergraduates in attendance during summer session has been as follows:

1952 - 6%
1953 - 6%
1954 - 6%
1955 -10%
1956 -15%
1957 -13%
1958 - 8%
1959 -16%
1960 -16%
1961 -16%

STUDENT PERSONNEL:

Registrar's Office
Table VIII

BREAKDOWN BY MEN AND WOMEN

	Men		Women		Total	
	Sept.	Feb.	Sept.	Feb.	Sept.	Feb.
1952-53	394	368	559	538	953	906
1953-54	379	351	600	586	979	937
1954-55	408	391	653	628	1061	1019
1955-56	493	481	708	678	1201	1159
1956-57	571	552	768	745	1339	1297
1957-58	677	663	885	849	1562	1512
1958-59	* 893	848	* 1082	1052	1975	1900
1959-60	892	855	1249	1213	2141	2068
1960-61	890	861	1301	1274	2191	2135
1961-62	839	815	1395	1363	2234	2178

* The merger of Panzer College of Physical Education and Hygiene with Montclair State College in the Fall of 1958, increased our enrollment by 166 students of which 112 were male and 54 were female students. The Fall, 1958 enrollment was 413 students above the Fall, 1957 enrollment.

GRADUATES

I. BACHELOR OF ARTS DEGREE

The following is a study of the graduating classes from June, 1952 through June, 1962:

Date of Graduation	Number Graduated
June, 1952	246
August, 1952	7
June, 1953	207
August, 1953	6
June, 1954	201
August, 1954	6
June, 1955	197
August, 1955	7
June, 1956	200
August, 1956	3
June, 1957	213
August, 1957	5
June, 1958	306
August, 1958	3
June, 1959	350
August, 1959	10
June, 1960	346
August, 1960	10
June, 1961	423
August, 1961	8
June, 1962	460

Total B. A. Graduates from 1930 to June, 1962 is 7369

Registrar's Office
Table IX

Analysis of Graduation
Distribution by Departments

Students Receiving B. A. Degree August 4, 1961

Major	Men	Women	Total
Business Education	-	1	1
Latin	-	1	1
Mathematics	1	-	1
Music	1	-	1
Science	-	1	1
Social Studies	1	-	1
Industrial Arts	1	-	1
Physical Education	-	1	1
Totals	4	4	8

Registrar's Office
Table X

Analysis of Graduation
Distribution of Elementary Certification
Students Receiving B. A. Degree August 4, 1961

Certification	Men	Women	Total
Full Limited	-	-	-
Provisional	-	-	-
None	4	4	8
Totals	4	4	8

Registrar's Office
Table XI

Analysis of Graduation
Distribution by Departments
Students Receiving B. A. Degree June 2, 1962

Major	Men	Women	Total
Business Education	14	37	51
English	9	* 52	* 61
French	3	9	12
Latin	2	1	3
Spanish	5	14	19
Mathematics	12	26	38
Music	10	7	17
Physical Education	22	24	46
Science	21	14	35
Social Studies	* 51	26	* 77
Speech	6	15	21
Fine Arts	6	28	34
Home Economics	-	17	17
Industrial Arts	29	-	29
Totals	190	270	460

* One student from each category without teacher certification.

Registrar's Office
Table XII

Analysis of Graduation
Distribution of Elementary Certification
Students Receiving B. A. Degree June, 1962

Certification	Men	Women	Total
Full Limited	0	0	0
Provisional	0	0	0
None	190	270	46
Totals	190	270	46

II. MASTER OF ARTS DEGREE

The following is a study of the graduating classes from June, 1951 through June, 1962:

Date of Graduation	Number Graduated
June, 1952	63
August, 1952	58
June, 1953	64
August, 1953	42
June, 1954	63
August, 1954	35
June, 1955	86
August, 1955	44
June, 1956	93
August, 1956	38
June, 1957	65
August, 1957	46
June, 1958	69
August, 1958	35
June, 1959	61
August, 1959	64
June, 1960	61
August, 1960	71
June, 1961	69
August, 1961	39
June, 1962	73

Total number of M. A. Graduates since 1933 is 2373

Registrar's Office
Table XIII

Analysis of Master of Arts Graduates

Year	Graduates Montclair State Teachers College	Graduates Other Colleges	Total
1952	53	68	121
1953	35	71	106
1954	53	45	98
1955	70	60	130
1956	67	64	131
1957	48	63	111
1958	57	47	104
1959	55	70	125
1960	68	64	132
1961	51	57	108
1962	27	46	73 *
Total M. A. Degrees from 1933	1104	1269	2373

* This does not include 45 who were graduated September 25, 1962.

Registrar's Office
Table XIV

Analysis of Graduation
Distribution by Departments
Students Receiving M. A. Degree, August 4, 1961

Major	Men	Women	Total
Administration & Supervision	9	-	9
Business Education	2	-	2
English	2	1	3
Industrial Arts	1	-	1
Languages			
French	1	-	1
Spanish	-	1	1
Mathematics	-	2	2
Personnel & Guidance	3	7	10
Science	4	-	4
Social Studies	3	-	3
Speech	3	-	3
Totals	28	11	39

Registrar's Office
Table XV

Analysis of Graduation
Distribution by Departments
Students Receiving M. A. Degree, June 7, 1962

Major	Men	Women	Total
Administration & Supervision	16	1	17
English	3	6	5
Industrial Arts	6	0	6
Mathematics	6	2	8
Personnel & Guidance	5	5	10
Science	5	4	9
Social Studies	10	2	12
Spanish	2	0	2
Totals	53	20	73

MONTCLAIR STATE COLLEGE

Dean of Students

Report To The President

Academic Year

1961-1962

MONTCLAIR STATE COLLEGE

Department of Student Personnel Services
Report to the President
Academic Year
1961-1962

I. DEVELOPMENTS AND TRENDS

The major general directional changes within the Student Personnel Department program this past year are encompassed primarily in the seven areas discussed below:

1. Institution of Weekly Staff Meetings

For the first time since the founding of the Student Personnel Department, weekly staff meetings were instituted. Dr. Partridge recommended, supported, and encouraged this movement. He spoke at the first meeting of the Department, setting forth his own philosophy and that of the College as related to the Student Personnel program. The meetings provided a basis for the members of the various Departments (Admissions, Registration, Housing, Student Advisement, Financial Aids, Medical, etc.) to become better acquainted and to work together more effectively for the common welfare of the students, faculty, and administration of the College. As a result of these weekly meetings, the complex inter-relationships between individuals and departments were better appreciated and understood. Some of the most important developments for the improvement of the Department occurred within these meetings.

2. Definition of Duties

A considerable amount of thought and attention was directed toward a study and analysis of job descriptions. Many of the assigned responsibilities had been inherited by various staff members and had been carried on without thought as to the existence of natural functional relationships and overall efficiency. This re-evaluation of each position along with the re-definition of responsibility naturally produced some tensions that had to be resolved. However, the resolution of these tensions brought about an increased amount of Departmental unity and considerably improved the overall operation and efficiency of the Department. The position, responsibilities, image, and job description of the Dean of Students came under critical study and analysis by a select group of the faculty, staff, and a limited number of students through informal surveys. The purpose of these surveys was to determine the best bases for making changes in job descriptions for the Dean of Students and other members of the Personnel Staff. It was discovered that the image of the position of the Dean of Students was entirely inadequate.

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[illegible]

[illegible]

[illegible]

1. [illegible]

[illegible]

1. [illegible]

[illegible]

2. [illegible]

[illegible]

Part of this unsatisfactory image was due to the same reasons reported by the Evaluation Committee of the Middle States Association of Colleges and Secondary Schools when Montclair was being considered for accreditation in February 1958. Pertinent quotes from this report are as follows:

"Lines of responsibility and authority are vague in some instances and appear to be inappropriately drawn in other cases." Also, "Present space allocation to the Dean of Students indicates a lack of recognition of the status essential to effective operation of such an official and of the importance of his role as head of the program and as counselor to parents, students, and faculty. The placement of the Assistant Director of Personnel for Women in space that is more accessible, more attractive, and more convenient would seem to promote a tendency for students and others to view her as the Head of the Personnel Program."

Our informal survey confirmed completely the above observations of the Middle States Association Evaluation Committee. A redefinition of the position, lines of responsibility, and space requirements is under way. The trend is towards a decentralization of some types of responsibility from the desk of the Dean of Students and greater centralization of responsibility in others.

In the case of financial aids which formerly were almost completely centered with the Dean of Students, all aspects of the program have now been centered under Mr. Neuner's supervision. He is held completely responsible for the success or failure of the program. In other instances, policies regarding student housing which formerly had been only remotely centered with the Dean of Students are now becoming definitely oriented towards his desk. The refining and re-definition of authority and space requirements for each personnel position is expected to be continued during the next few years. All changes will be made after thorough study, consideration, and with the approval of the Department as a whole.

3. <u>Improved Communications with Students and Faculty</u>

The entire Department made a special effort to maintain improved communications with students and faculty. It was felt that several possible crises were averted primarily because of the high quality of communication that had been maintained with various student groups and their leaders. Many times the tremendous amount of hard work that goes on behind the scenes in maintaining high student morale is not always appreciated or apparent. For example, many hours were spent in averting an explosion in the Freshmen class in which an out-group wished to have the class president impeached. Few individuals on the campus were aware of the situation. Yet several days of high

level counseling were required to ease the situation and quietly orient these emotionally upset students towards other channels of activity. Several areas of communication are still inadequate, but the general overall trend appears to be definitely improving.

4. Improved Departmental Image

A strong effort was made to improve the image of the Department as a whole and that of the individual members among both students and faculty. A survey among a small select group of the faculty indicated that almost no Departmental image existed. The Staff was viewed as a conglomeration of isolated individuals---some respected and some not. A considerable amount of time and energy on the part of the Dean of Students was directed towards attempting to build favorable individual images of the Staff among both faculty and students. Some members of the Department are still trying to build favorable individual images at the expense of other members of the Staff and the Department as a whole. However, there is evidence of a trend toward collective mutual support among members of the Department. It is hoped that this trend will increase and spread to the entire College program. The present Departmental image is still inadequate. However, as there has been considerable and constant improvement in the quantity and quality of services rendered both students and faculty, it is hoped that the present adverse image will gradually become more satisfactory.

5. Group Decisions

A strong attempt was made to obtain maximum involvement of the various members of the Personnel Department in all forms of decision making. This process is at times somewhat slow but seems to bring about better understanding and cooperation among the Staff and improved support for the College program in general. Also, better policies are being formulated.

6. Policies and Publications

Strong emphasis has been directed toward placing all policies in writing. Handbooks for Dormitory Directors are being developed to avoid misunderstandings. Strong pressures are now developing within members of the Department to improve publications such as the Arrowhead, The Women's Inter-dormitory Handbook, etc. For the first time, a Financial Aids Handbook was developed, published, and distributed widely among both current and prospective students. The majority of the Staff feels that fewer misinterpretations of Department and College policy will result if more effort is directed toward better publications and written policy.

7. Improved Counseling Program

A strong emphasis and determined effort were directed toward obtaining maximum involvement of the entire faculty and Personnel Staff in the general counseling program. Great strides were made in the timing, quantity, quality, and follow-up of all communications and activities involving counseling. Improved faculty support for the program resulted in a greatly increased number of psychological referrals. This situation placed a severe strain on the College Psychologist, necessitating the addition of another part-time psychologist to the staff.

A tremendous amount of time and effort wad directed toward improved handling of student discipline. This aspect of the program was assumed largely by the Dean of Students. It is his belief that if disciplinary problems are handled properly, the student will have increased respect for the College. The resolution of most student problems should result in valuable learning experiences which will be useful in later life. It is hoped that most of the studentswho are called in for problems of discipline leave the counseling sessions with a warm feeling toward the College, Faculty, and Personnel Staff. They should develop into better individuals because of the patience and understanding on the part of College officials and the personal psychological insights that develop in the sessions.

There has been a decided increase in counseling with parents. Of necessity, the increased and improved communications with the home are beginning to create serious pressures on the Dean of Students for additional personal appointments with parents.

The improved and extended counseling program has also required more contacts with outside public and private agencies such as health clinics, dental clinics, psychologists, vocational rehabilitation agencies, physicians, and other related services.

II. SPECIAL FEATURES AND ACCOMPLISHMENTS

1. Admissions Office

The Office of Admissions was considerably expanded in both space and staff. It was moved from a single room to an area having more than twice the previous space. An Assistant Director of Admissions was added to the staff. Additional equipment was also obtained. In the past, all statistical operations were computed by slide rule. The acquisition of a new Frieden Calculating Machine greatly simplified the figuring of statistical information. New furniture was acquired for the office, adding immeasurably to the appearance. Dr. Gerald Edwards was assigned to the Department as a much-needed part-time recruiter. After the letters of rejection were mailed,

he visited guidance counselors to explain College admissions policy, thereby softening the humiliation in those schools where large numbers of applicants were rejected.

The publication, "This is Montclair State", which had been planned two years earlier with the assistance of the Publicity Department, finally came off the press and improved the recruitment literature appreciably. For the first time in a number of years the College was in a position to supply catalogs to all applicants requesting them. Plans for these additional catalogs were several years in the making. In the past, some applicants had stated that it was " easier to gain admission to Montclair than to obtain a catalog." The policy of mailing personal letters of acceptance and rejection was continued. Additional personalized letters were made possible by the use of a new automatic typewriter purchased by the College Development Fund.

The orientation of transfer students was noticeably improved. The addition of an Assistant Director, who was given responsibility for admitting and advising transfer students and arranging high school visits to the campus, decidedly eased the pressures on the Director of Admissions. "High School Career Night" programs were continued, although at a reduced rate. After the new Director and Assistant Director are better known, it is anticipated that invitations to speak before high school groups will be markedly increased.

The responsibility for evaluating records of transfer applicants was moved from the Registrar's jurisdiction to that of the Assistant Director of Admissions. This would seem to be more efficient and logical and would more favorably impress transfer students.

2. Counseling Program

The counseling program was completely revised and expanded. Miss Marie Frazee, the Academic Counselor, worked diligently with the entire Personnel Staff to improve and coordinate the program with the other divisions of the College. A special effort was made to involve Department Chairmen and the Faculty in the program. According to the annual report of the Dean of Students for the academic year 1959-1960, "The major portion of student counseling and advisement was carried out by the Dean of Students and one academic counselor." This situation has been changed considerably. The entire Personnel Staff was involved in some aspect of counseling.

Student records were found to be highly inadequate and incomplete. A system was developed whereby the student's photograph and a personal data sheet were added to his folder. Resumes of each interview held with a student were written by the entire Personnel Staff. Discussions were initiated with representatives of the various departments to determine what information should be supplied to the Faculty Advisers. The Personnel Department is planning to furnish personnel folders to the Faculty Advisers for all incoming freshmen and transfer students beginning September, 1962. At the end of three years, each Adviser will have a student folder supplied by the Per-

sonnel Department. Considerable improvements were made in procedures for changing majors, in handling discipline problems, in exit interviews, in parental and psychological counseling. Psychological counseling was vastly expanded. The increased involvement of Faculty in the general counseling program created added pressures for such counseling. An additional psychological counselor was added on a part-time basis. More facilities, such as office equipment, furniture, private offices and telephones, were provided for these counselors. In the past, no private office was available. The psychological counselor previously attempted to use one of the Student Government rooms, which was highly unsatisfactory. Several of the student file cabinets without locks were exchanged for locked files. Today, all students' records are now securely stored in locked file cabinets.

3. Financial Assistance Program

The responsibility of the Financial Aids Adviser was expanded and changed to encompass all types of financial problems. Mr. Ulrich Neuner was given complete responsibility for developing and coordinating every aspect of financial advisement. In addition to providing individual advice, he became Financial Adviser to the S.G.A. He was later given responsibility for furnishing financial advice to all student organizations on campus. Before students sign contracts, they must clear with Mr. Neuner. Accounting procedures and security of funds are being revised and improved. All outside requests to employ students are now channeled through Mr. Neuner. In the past, a secretary would merely post a notice with full particulars on the bulletin board. Now an attempt is made to give the job openings to students who are qualified and who need the positions. Heretofore, some individuals who were not Montclair students obtained some of the positions posted. Instead of having Work Scholarship and National Defense notices signed by the Dean of Students, the responsibility was transferred to Mr. Neuner.

A Financial Aids Handbook was developed for the first time. A determined effort was made to center all aspects of financial counseling in one person, thus making it possible to instantly obtain complete information on any phase of the program and to fix responsibility for the services rendered. A half-time secretary was acquired for the Financial Aids Adviser. A brief summary of the types of financial aid available to students for the school years 1960-1961 and 1961-1962 is depicted on pages 14 and 15.

4. Food Service

The relationships with the students and Saga Food Service continued to be satisfactory. In fact, they were so satisfactory that the S.G.A. permitted its Committee on Food Complaints to lapse because not enough complaints were made to justify its existence. Mr. Forth was highly cooperative and worked constantly with the Department and the students to eradicate irregularities that developed. At the insistence of the Dean of Students, the S.G.A. food committee was reactivated because it was felt that some type of channel should be open should the food situation deteriorate.

5. Housing

Notable progress was made in the housing program this past year. Improved handbooks were developed for both Directors and student residents of the dormitories. For the first time consideration was given to off-campus housing accommodations. Mrs. Jack Redd was employed to visit each off-campus room listed by the Personnel Department. These visits seemed to bring about an added respect for the College on the part of Montclair residents renting rooms to the students. In addition to the off-campus housing survey, Dr. Henry organized the first off-campus association of housemothers. At periodic intervals, they were invited to the campus to discuss mutual problems. Information regarding College housing policy was disseminated and discussed. Dormitory handbooks were distributed to familiarize off-campus housing patrons with the rules and regulations governing dormitory students. Plans were made to house 100 women students temporarily in the new men's dormitory for one year. Considerable effort and discussion went into the counseling of the male students to assure a satisfactory acceptance of an unpopular decision to take the dormitory away from them for a year. After an extended number of meetings, the Men's Dormitory Council and the male residents of Stone Hall unanimously voted to support the proposed Department policy for placing women in the men's dormitory.

6. Life Hall

Very little action was taken toward making Life Hall a vital center of student activity. Some small gains were made in obtaining better custodial service and in keeping the building open for longer hours.

7. Medical Department

The responsibility for the development and improvement of the Medical Department was placed under the supervision of Dr. Richard Willing. He was assigned the responsibility for keeping abreast of all problems that might develop in the area of medical services. Because of the unsatisfactory housing situation in regard to nurses' living quarters, he was expected to assist the Medical Staff in every possible way to keep morale high. Numerous difficulties were resolved through his assistance, patience, and tact. All problems relating to the quality of medical service rendered, student illness, student class absences, and medical insurance were centered under Dr. Willing's supervision. Dr. Willing, through constant pressures on insurance officials, was able to obtain greater extended coverage for a nominal increase in premiums.

8. Parking

The parking situation remained essentially as it was last year. Additional space was acquired north of Stone Hall but considerable space was lost in the areas where the new library, the addition to Finley Hall, and the Music Building were being constructed. After talking with many students, it was discovered that the parking function was jeopardizing the effectiveness of the services of the Personnel Office.

Because of the frustrations inherent in parking, and the required inflexibility of those in the Personnel Department regarding enforcing parking regulations and applying fines for violators, it was decided that the parking function should be completely removed from the Personnel Department and transferred to the Grounds and Maintenance Division.

9. Registrar's Office

Little gains were made in this area. The students and the College are still being served inadequately. Some effort has been directed towards new job descriptions for staff members of this office. As previously mentioned, some responsibilities, such as the evaluation of records of transfer students, were removed from the Registrar's Office. More consideration must be given to added changes in the future.

10. Student Activities

Some improvement in this area was noted. Because there is no direct connection between the position of the Dean of Students and the Student Government Association (which is theoretically in charge of Student Activities), it was necessary to set up a Student Advisory Committee for the Personnel Department. This committee did not function adequately but was a means of establishing contact and a working relationship with numerous important student leaders.

For the first time student identification cards were distributed to all members of the student body. There also seemed to be an increase in the number and quality of the various activities. However, it is doubtful that the loose College control of activities can be continued much longer. An example is Carnival. Each year, the number of outside visitors continues to increase. However, the imagination and resourcefulness of the Carnival leaders seems to have reached a plateau and greater participation by members of the Student Personnel Staff will be required if future improvement in this program is to be expected.

Additional ties with the student activity program have been strengthened by Mr. Neuner's assignment as Financial Advisor to S.G.A. Since he has been given this responsibility, a much improved financial structure has been noted in the student activity program.

11. Veterans Affairs and Selective Service

The addition of a full-time secretary to replace the part-time secretary serving the Financial Aids Counselor and the Veteran's Counselor greatly facilitated the services of the Department. Veteran's advisement was continued at a reduced rate. However, the enrollment reports to local draft boards were increased and the reports were handled in a more competent and professional manner.

III. PROBLEMS AND RECOMMENDATIONS

1. Departmental Evaluation

I recommend that the College obtain funds to engage an outside group of experts to evaluate as completely as possible the effectiveness of the Student Personnel Division. These experts should thoroughly sample faculty, student, and administrative opinion. On the basis of their findings and recommendations resulting from established and generally accepted opinion, the services of the Department could be improved. The target date for this evaluation should be sometime during the Spring Semester of the 1963-4 school year.

2. Additional Secretaries Needed

During the next few years the Personnel Department should gradually reduce the number of students working in the various offices of the Department. It is important that the services of some students be used as they effect a means of communication that furnish insights regarding student feeling, opinion, and problems that could not be readily discovered by any other means. However, some of the work that students now perform for the Department could better be supplied by permanent, mature, professional secretaries.

Because of the constant interruptions, it is almost impossible for the secretary to the Dean of Students to keep pace with the large amount of paper work that must be handled in a normal workday. At times, the dictation on case histories, not considered urgent, runs approximately twenty days behind. All urgent dictation is always kept up-to-date and is handled on an immediate basis.

3. Director of Counseling

The recent interest on the part of the faculty in the General Counseling Program would indicate the need for a full-time Director of Counseling Services. At present, the Dean of Students has been required to spend a disproportionate amount of time in the General Counseling Program. Several of the other State Colleges have full-time Directors of Counseling. Montclair should probably move in this direction, also.

4. Assistant Registrar

An Assistant Registrar is badly needed. It would appear desirable to merge the duties of the scheduling officer with those of the Assistant Registrar. A complete study of the needs of the Registrar's Office is planned for the Spring Semester, 1963. Further recommendations will be made following this study.

5. Life Hall Director

A full-time Director for Life Hall is urgently needed. At the present time the full potential of the building is not being obtained. As the resident student population grows, it will be necessary to open Life Hall more fully and to provide a better-rounded activity program.

6. Medical Services

At the present time the Medical Services are barely adequate. When an additional 200 women and 100 men are housed in college facilities, it will be desirable to provide better medical coverage and service. Nurses are in short supply in this area. Therefore it is vital that the College keep them satisfied. Our nurses are on duty considerably longer than is required or expected in standard hospitals. In order to retain the nurses we now have and to attract qualified nurses in the future, it is vital that an additional nurse be employed beginning September 1963.

Also, the College now requires the services of a physician who can devote more than two hours per day to office hours. The College Physician is currently available on a 24-hour basis, 7 days per week, to cover any emergency. However, with the expansion of the general counseling program it has been discovered that the need for health counseling is growing by geometric proportions.

7. Inadequate Space

One of the most severe problems faced by the Personnel Department is the inadequate space under which various members are required to work. In one office, three staff members and two secretaries attempt to advise and counsel students. This unsatisfactory situation should be corrected as soon as possible. The pressures and tensions which develop in the above situation are tremendous, and the effectiveness of the staff is considerably reduced. It is hoped that when College Hall is renovated, adequate space will be found to remedy this situation.

8. Psychological Counseling

The case load of the two part-time psychological counselors is becoming entirely too heavy. Arrangements must be made in the near future to obtain more assistance. In my opinion, only approximately one-third of the students who could and should profit from psychological counseling are being served.

9. Load of Student Personnel Department Officials

The Department needs to continue to make a careful load study of each Staff member. Even with adjustments that have been made during the past year, some Staff members are excessively loaded down with work. This situation is especially true in

the case of the Dean of Students. The pressure of student and faculty appointments to see him are so great that many are being turned away. Some students and faculty feel that he is not accessible often enough. The extra-curricular, after-hour work load is becoming increasingly heavy. All Staff members should not be expected to function in toto on each occasion. A system should be developed whereby some Staff members cover each function, but not all members attempt to cover every function.

10. Admissions Office

Although the Office of Admissions has been greatly improved, expanded, equipped, and staffed, it is still grossly inadequate for the job its officers are expected to perform. If the College is to continue to recruit and impress better students, it is imperative that our facilities match more closely those of Rutgers University and Douglass College.

It is also advisable that the electromatic typewriter now housed in the Admissions Office be moved to another area. This machine is entirely too noisy to be operated in that office.

11. Public Relations Training

Some of the secretarial staff of the Personnel Department do not have an adequate understanding of the need for improved public relations. I recommend that a college-wide, in-service training program be instituted in public or human relations. Probably the professional staff would profit from this program, also.

12. Departmental Research

Because of the tremendous need for self-analysis and self-improvement, I recommend that one of the Staff members be assigned to Departmental research as part of his duties. Frequently our Staff becomes too involved in day-to-day activities to observe trends and analyze the effectiveness of services rendered to students, faculty, and administration.

13. Lines of Authority

It is extremely difficult for the Dean of Students to be held responsible for the Student Activity Program when he is not the official adviser for the S.G.A. It is hoped that Dean Clyde Huber's recommendation to the President included in the mimeographed report, "Duties and Responsibilities of Administrative Officials" (July 1962), will be acted upon within the next few years. Dean Huber recommends: "Ultimately the affairs of the Student Government Association should be in the Student Personnel Division, with the Dean of Students as chief adviser of the Board of Trustees."

14. Leadership Training

The prime responsibility for the welfare of the entire Student Activity Program is centered largely in the hands of the Student

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[illegible]

11. [illegible]

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12. [illegible]

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13. [illegible]

[illegible]

14. [illegible]

[illegible]

Government Association. Some of the officers in the varied types of student organizations are inept leaders and are actually afraid of their positions. Efforts to interest the previous S.G.A. administration in some type of Leadership Training Program for the student body were not highly successful. It is hoped that we will have better success with the new leaders who have recently indicated an interest in leadership training.

15. Admissions Literature

The literature that has to date been developed by the Office of Admissions is still weak. It would appear desirable to have a professional Publicity Director work with Admissions officials during the summer months to develop outstanding literature. At present, the Admissions Director is entirely too busy during the Fall and Spring Semesters to devote any of his attention to the development of better Admissions literature. During the summer, the Director of Publicity is unavailable because he is not employed on a twelve-months' basis. I would recommend that when funds are available, the College employ a full-time Director of Publicity on a twelve-months' basis.

16. Short Term Emergency Loan Fund

There is an increasing need for a short term emergency loan fund. Each year the Personnel Department seems to find more and more students who have critical requirements of the moment and need relatively small amounts of money for a short term emergency. It would probably be desirable to set up these emergency funds under Mr. Neuner's supervision.

17. All-College Open House

I recommend that a yearly official committee be created by the Committee on Committees to handle the All-College Open House Program. Because of the size of the project, it would seem that the responsibility should extend beyond that of the Office of Admissions.

18. Inter-dormitory Council

With the increase in the resident student population, it is vital that the Department resolve problems of student self-government in the dormitories. Past systems will no longer succeed. A committee is now working to resolve these problems and detailed recommendations will be forthcoming in the future.

19. Graduate Advice

As more and more of our students are beginning to go directly to graduate school before engaging in teaching, it would appear highly desirable to arrange for one member of each academic department to disseminate advice to prospective graduate students. Because of the importance of Foreign Language study for students going to graduate school, beginning language electives for all students

should be offered as soon as feasable.

20. Recreation Areas

The dormitory students do not have enough recreation areas. Provision should be made to erect a few tennis courts. It might also be possible to flood a low area in winter for ice-skating. Funds should be reserved to provide these and similar facilities as soon as possible.

21. Additional Dormitories

It is hoped that some means may be discovered whereby additional dormitories will be built. In all probability, the quantity of energy and quality of enthusiasm a student expends for his college are directly proportional to the distance he lives from the campus. It has been ascertained that the costs to a student are almost the same whether he commutes or lives on campus. By the time the costs of an automobile, insurance, gasoline, and "wear and tear" are figured, there is very little difference between expense for the commuter and the resident student.

Respectfully submitted

Lawton W. Blanton
Dean of Students

LWB:dp

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[illegible]

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[illegible]

[illegible]

Student Personnal Services
Table I

SOURCES OF STUDENT AID

SOURCES OF AID	NUMBER OF STUDENTS 1960-1961	NUMBER OF STUDENTS 1961-1962	AMOUNT 1960-1961	AMOUNT 1961-1962
1. National Defense Student Loans	197	251	$ 67,900.	$ 78,890.
2. Student Work Program	754	620	72,516.	62,295.
3. Board Scholarships - Saga - Full and 1/2	35	(Average) 43	11,700.	14,976.
4. State of New Jersey Scholarships	311	464	46,650.	69,600.
5. Russ Scholarships - Students	1	23	225.	3,300.
Faculty Grants	0	2	0	577.
6. Field Studies Scholarship	1	1	400.	400.
7. The Penick Scholarship in American Literature	NA	1	—	300.
8. Margaret B. Holts Fund for Exchange Students	3	6	306.	2,100.
9. Home Economics Scholarships	NA	2	—	200.
10. John C. Stone Scholarship	0	0	no awards made by Math. Dept.	
11. Mark Andrews Scholarship	2	0	150.	no award
12. Clarence O. S. Howe Memorial Organ Fund	1	1	30.	100.
13. Robert Lombardi Memorial Scholarship Fund	1	1	75.	100.
14. PANZER SCHOOL OF PHYSICAL EDUCATION				
Judge Esther Waterman Scholarship	1	1	100.	100.
Phi Eta Sigma Scholarship	1	1	100.	100.
Adelphes Club Scholarship	1	1	100.	100.
Croce Educational SocietySchlarship	1	1	100.	100.
Teresa Farrell Scholarship	1	1	25.	25.
15. N. J. Bell Telephone Company Scholarship	2	2	400.	400.
16. Radio Corporation of America Scholarship	1	0	1,050.	Discontinued
17. N. J. Federation of B & F Women's Clubs, Inc.	2	2	250.	250.
18. Delta Kappa Gamma Society Award (Beta Chapter)	1	1	25.	25.
19. Gamma Delta Chi Scholarship	NA	1	—	75.
20. Guaranteed Bank Loan Program	0	6	0	3,400.
21. Chapin Memorial Loan Fund	3	6	250.	461.
22. Outside Private Scholarships (As listed in B. O.) no record	-	15	no record	4,700.
23. Outside Part-time Employment (Jobs obtained through Personnel				

Student Personnel Services
Table II

FUNDS AVAILABLE FOR SCHOLARSHIP AWARDS AS OF JUNE 30, 1962		AMOUNT
Mark Andrews Scholarship Fund		$ 255.01
John C. Stone Scholarship Fund		700.03
Clarence O. S. Howe Memorial Organ Fund		396.10
Margaret B. Holtz Fund for Exchange Students		1,341.99
Lombardi Scholarship Fund		Based upon assessments
Russ Scholarship Fund (Includes $579. in savings a/c/ with Provident Savings Bank)		2,420.90
Panzer School of Physical Education		425.00
Field Studies Scholarship	Interest on Principal	400.00

NA - Not available

MONTCLAIR STATE COLLEGE

OFFICE OF ADMISSIONS

ANNUAL REPORT

of the

DIRECTOR OF ADMISSIONS

for

THE ACADEMIC YEAR

1961 - 1962

I STAFF

The Admissions Office was opened in September, 1961 with a complete change in personnel from the previous academic year. The full time staff on opening day included:

A.	Director	George G. King
B.	Assistant Director (new position)	Marian A. Salanitro
C.	Clerk-Stenographer	Virginia Jewell

Additional part-time help was added in the persons of clerks as follows:

Sept. 1	Dr. Gerald Edwards	(3 Semester hours assigned to assist in High School visitations)
Oct. 15	Corinne Scaglione	
Nov. 1	Marjorie Roehrenbeck	
Nov. 15	Eleanor Tressler	

On May 17, 1962, Corinne Scaglione was assigned to the one full-time Senior Clerk-Stenographer position assigned to the Admissions Office; the other clerk-stenographers concluded their year's work on June 30th.

II FACILITIES

New quarters were assigned to the Admissions Office this year--the two rooms opposite the President's Office, formerly occupied by the Education Department. Essentially the larger space was provided to make room for the addition of an assistant director and to provide work space apart from admissions counseling activities.

III ASSIGNMENT OF PROFESSIONAL RESPONSIBILITIES

A. Director

1. General Supervisory responsibilities
2. Processing of Freshman Applications
3. High School visitations
4. Coordinating interviews conducted by major departments with incoming freshmen
5. Interviewing freshmen candidates desiring interviews
6. Organizing and coordinating freshman orientation and testing activities

B. Assistant Director

1. Supervisor of student work-scholars
2. Processing of Transfer Applications
3. Interviewing advanced standing candidates
4. Organization of high school group visits to campus-
   In 1961-62, 1,986 students from 54 New Jersey high schools visited our campus for tours and meetings with students and admissions representatives under this program
5. Organization of guidance counselor's dinners held on October 1, 8, 15 and 29
6. High School visitations
7. Assist with arrangements for department interviews of freshmen

C. Dr. Edwards--assisted with visits to high schools

IV Statistical Summary of Freshman Class Entering September, 1962

Table I Application and Enrollment Figures

	Females	Males	Total
Number of Applications	1696	996	2692
Number Invited to Enroll	778	413	1191
Percent Total Applicants Invited	45.8	41.4	44.2
Number Freshmen Enrolled	417	239	656
Percent of Applicants Who Enrolled	24.5	23.9	24.3
Percent of Invited Applicants Enrolled	53.5	57.8	55.0

[illegible]

Table 7 [illegible]

[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]

Number and Percent of Enrolled Students by Counties

COUNTIES		
FRESHMAN - 1962		
ATLANTIC	8	01.2
BERGEN	108	16.3
BURLINGTON	6	00.9
CAMDEN	7	01.0
CAPE MAY	1	00.1
CUMBERLAND	5	00.7
ESSEX	146	22.1
GLOUCESTER	5	00.7
HUDSON	61	09.2
HUNTERDON	3	00.4
MERCER	8	01.2
MIDDLESEX	23	03.4
MONMOUTH	34	05.1
MORRIS	38	05.7
OCEAN	17	02.5
PASSAIC	113	17.1
SALEM	3	00.4
SOMERSET	12	01.8
SUSSEX	14	02.1
UNION	41	06.2
WARREN	6	00.9

Table #2 A Mean and Standard Deviation--Rank in High School Class, by Sex and by Curriculum--Freshmen Admitted to Montclair State College September, 1962

	Females			Males			Total		
	Number Admitted	Mean Rank		Number Admitted	Mean Rank		Number Admitted	Mean Rank	
BUSINESS ED.	26	91.42	8.47	8	74.50	9.01	34	87.32	11.20
ENGLISH	53	87.56	10.37	5	72.00	9.49	58	86.22	11.39
FINE ARTS	35	83.28	11.04	10	77.00	10.25	45	81.88	11.26
FRENCH	27	84.03	14.67	8	77.70	9.19	35	82.43	13.94
HOME EC.	40	70.20	17.50				40	70.20	17.50
INDUS. ARTS				54	54.61	15.99	54	54.61	15.99
LATIN	18	90.61	8.65	4	59.50	15.20	22	84.95	16.06
MATH.	51	91.90	5.95	19	79.89	17.37	70	88.64	11.20
MUSIC	14	72.00	17.32	13	67.38	16.30	27	69.77	17.01
PHYS. ED.	34	82.40	9.40	29	57.80	17.22	63	*	
SCIENCE	38	81.47	12.90	30	67.66	17.98	68	75.38	16.80
SOC. STUDIES	36	87.55	9.85	45	71.88	16.16	81	78.92	16.28
SPANISH	21	89.61	7.01	7	88.42	9.50	28	89.32	7.71
SPEECH	24	79.91	14.06	7	62.71	16.57	31	76.03	16.34
TOTAL	417	84.38		234	66.63		656	77.91	

* Male and Female in separate quotas in Physical Education

[illegible]

Table 2B Frequency Distribution, Class Rank, by Sex and Curriculum

Rank in Class Percentile	Bus. Ed.		Eng.		F.A.		Fr.		H.E.		I.A.		Lat.		Math.		Mu.		P.E.		Sci.		S.S.		Spa.		Spe.	
	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M
95-100	16		16		2	1	9		7				8		25	3	1		3		6		11	2	7	3	4	
90-94	3		13		9		3		7				5		9	5	4	1	4	2	7	3	9	4	4	1	2	
85-89	1	2	6	1	7	2	5	2	6			1	2		11	2		1	7	1	6	4	3	6	5	1	5	
80-84	2	1	9		9	1	3	1	3				1		5	3		1	11	1	4	1	6	3	2		3	
75-79	2		5	1	3		1	3	6			7		1	2			2	3	1	4	5	5	7	1	1	3	2
70-74	2	2	1	1	3	4	2	1	3			5	1	1		2	2	2	4	2	3	1		7	1	1	3	2
65-69		2	2			1			5			2	1				1	1		3	5	4		4				
60-64		1		2	1	1	2		1			9					2	1	1	1	1	4	1	1			1	
55-59								1	1			9				3	2	1		6	1	3	1	4			2	2
50-54												7					1	1	1	2				2				
45-49							2					6		1				1		2		1						
40-44			1						1			2		1			1			4	1	1		4			1	
35-39					1															2								
30-34												3				1		1		1		2		1				
25-29												1								1		1						1
20-24																												
15-19																												
10-14												1																
5- 9												1																
1- 4																												

Table #3 NUMBER AND PERCENT OF FRESHMAN ENROLLED SEPTEMBER, 1962

FROM RESPECTIVE QUARTILE RANK IN HIGH SCHOOL CLASS

BY CURRICULUM --- FEMALES

CURRICULUM	QUARTILE I No.	Percent	QUARTILE 2 No.	Percent	QUARTILE 3 No.	Percent	QUARTILE 4 No.	Percent	Number Enrolled
BUS.ED.	24	92.3	2	7.7					26
ENGLISH	49	92.4	3	5.6	1	2.0			53
FINE ARTS	30	85.7	4	11.4	1	2.8			35
FRENCH	21	77.7	4	14.8	2	7.4			27
HOME EC.	28	70.0	10	25.0	2	5.0			40
IND.ARTS									
LATIN	16	88.8	2	11.2					18
MATH.	52	100.0							52
MUSIC	5	35.7	8	57.1	1	7.1			14
PHYS.ED.	28	82.3	6	17.7					34
SCI.	27	71.0	10	26.3	1	2.6			38
SOC.STUD.	34	44.4	2	5.6					36
SPAN.	20	95.2	1	4.8					21
SPE.	17	70.8	6	25.0	1	4.1			24
TOTALS	351	84.1	58	13.9	8	1.9			417

Table #4 NUMBER AND PERCENT OF FRESHMAN ENROLLED SEPTEMBER, 1962

FROM RESPECTIVE QUARTILE RANK IN HIGH SCHOOL CLASS

BY CURRICULUM --- MALES

CURRICULUM	QUARTILE 1 No.	Percent	QUARTILE 2 No.	percent	QUARTILE 3 No.	Percent	QUARTILE 4 No.	Percent	Number Enrolled
BUS. ED.	3	37.5	5	62.5					8
ENGLISH	2	40.0	3	60.0					5
FINE ARTS	4.	40.0	6	60.0					10
FRENCH	6	75.0	2	25.0					8
HOME EC.									
IND.ARTS	8	14.8	32	59.2	12	22.2	2	3.7	54
LATIN	1	25.0	1	25.0	2	50.0			4
MATH.	13	68.4	5	26.3	1	5.20			19
MUSIC	5	38.4	6		2				13
PHYS.ED.	5	17.2	14	48.2	10	34.4			29
SCI.	13	43.3	13	43.3	5	13.4			30
SOC.STUD.	22	48.8	18	40.0	5	11.2			45
SPAN.	6	85.7	1	14.3					7
SPE.	2	28.5	4	57.1	1	14.2			7
TOTALS	90	37.6	110	46.0	38	15.8	2	0.08	239

[illegible]

Table #5 NUMBER AND PERCENT OF FRESHMAN ENROLLED SEPTEMBER, 1962

FROM RESPECTIVE QUARTILE RANK IN HIGH SCHOOL CLASS

BY CURRICULUM -- TOTAL - MALES AND FEMALES

CURRICULUM	QUARTILE 1 No.	Percent	QUARTILE 2 No.	Percent	QUARTILE 3 No.	Percent	QUARTILE 3 No.	Percent	Number Enrolled
BUS. ED.	27	79.4	7	21.6					34
ENGLISH	51	87.9	6	10.3	1.	1.7			58
FINE ARTS	34	75.5	10	22.2	1	2.2			45
FRENCH	27	77.1	6	17.1	2	5.7			35
HOME EC.	28	70.0	10	25.0	2	5.0			40
IND.ARTS	8	14.8	32	59.2	12	22.2	2	3.1	54
LATIN	17	77.2	3	13.6	2	9.0			22
MATH.	65	92.8	5	7.1	1	1.4			70
MUSIC	10	37.0	14	51.8	3	11.1			27
PHYS. ED.	33	52.3	20	31.7	10	15.8			63
SCIENCE	40	58.8	23	33.8	6	8.8			68
SOC. STUD.	56	69.1	20	24.6	5	6.1			81
SPANISH	26	92.8	2	7.2					28
SPEECH	19	61.2	10	32.2	2	6.4			31
TOTALS	441	67.2	168	25.6	46	7.0	2	.03	656

[illegible]

Table #6-A S.A.T. VERBAL SCORES, MEAN AND STANDARD DEVIATION,

FRESHMAN ENROLLED SEPTEMBER, 1962 BY SEX AND CURRICULUM

CURRICULUM	FEMALES Number Enrolled	FEMALES Mean SAT-V		MALES Number Enrolled	MALES Mean SAT- V		TOTAL Number Enrolled	TOTAL Mean SAT- V
BUS.ED.	26	490.04	59.74	8	525.62	66.18	34	498.51
ENGLISH	53	575.12	62.81	5	550.00	48.49	58	572.95
FINE ARTS	35	523.08	81.50	10	492.24	49.25	45	516.23
FRENCH	27	530.21	65.26	8	522.33	68.40	35	528.41
HOME EC.	40	477.33	50.24				40	477.33
IND.ARTS				54	456.92	76.37	54	456.92
LATIN	18	520.12	68.94	4	521.32	48.79	22	520.34
MATH.	51	522.34	9.23	19	498.43	63.27	70	515.85
MUSIC	14	514.44	101.34	13	469.23	44.65	27	492.67
PHYS.ED.	34	475.28	50.93	29	454.25	90.84	63	465.59
SCIENCE	38	500.32	74.30	30	473.04	65.49	68	488.27
SOC.STUD.	36	555.30	60.36	45	542.24	59.14	81	548.04
SPANISH	21	540.22	71.54	7	467.61	83.03	28	522.01
SPEECH	24	541.00	70.78	7	472.35	101.34	31	525.49
TOTALS	417	521.90		239	488.50		656	509.70

Table #6-B FREQUENCY DISTRIBUTION, S.A.T. VERBAL SCORES, BY SEX AND CURRICULUM

SAT-V SCORES	B.E.		ENG.		F.A.		FR.		H.E.		I.A.		LAT.		MATH.		MU.		P.E.		SCI.		SPA.		SPE.		S.S.	
	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M
765-795					1														1									
727-764			1																									
688-726			1												1		1						1				1	
650-687		1	6		1		1						2		1						2				1	1	2	1
611-649	1		10		3		3	1	1		2		1		5		2				2		3	1	4		3	4
573-610	2		7		4	1	5				3		1	1	7	3	1		2	1	3	4	3		4	2	7	10
534-572	3	3	15		6	1	4	4	3		7		3	1	6	4	3	2	3		4	4	3		5	1	12	15
496-533	5	1	8		5	3	5	1	11		3		5		10	4		1	7	7	7	2	4	2	4	1	5	10
457-495	6	2	5		9	2	6		12		11		2	2	12	4	1	7	10	7	9	3	5		4	1	3	4
419-456	6	1			2	3	4	1	9		10		3		6	3	1	2	9	3	6	13		2	1	1	2	1
380-418	2				3			1	3		9				2	1	4	2	4	5	3	3	1	1				1
342-379									1		8		1			1				2	1	1		1	1			1
303-341											1								3									
264-302																												
226-263																												

Table #7-A S.A.T. MATH SCORES, MEAN AND STANDARD DEVIATION

FRESHMAN ENROLLED SEPTEMBER, 1962 BY SEX AND BY CURRICULUM

CURRICULUM	FEMALES			MALES			TOTAL	
	Number Enrolled	Mean SAT-M		Number Enrolled	SAT-M		No.	Mean SAT Math.
BUS.ED.	26	495.00	66.79	8	535.62	81.12	34	504.56
ENGLISH	53	512.26	81.58	5	495.00	62.28	58	510.69
FINE ARTS	35	466.72	99.96	10	433.12	96.90	45	459.25
FRENCH	27	500.04	77.21	8	493.23	95.60	35	498.48
HOME EC.	40	482.30	71.82	T			40	482.30
IND.ARTS				54	477.62	87.94	54	477.62
LATIN	18	478.[illegible]3	69.32	4	530.00	69.17	22	487.64
MATH.	51	588.02	79.66	19	611.32	65.65	70	594.34
MUSIC	14	466.62	92.46	13	452.02	72.16	27	459.59
PHYS.ED.	34	474.33	76.68	29	507.14	87.70	63	489.44
SCIENCE	38	497.24	67.25	30	523.12	84.49	68	508.66
SOC.STUD.	36	507.32	70.01	45	507.02	84.87	81	507.15
SPANISH	21	492.04	63.50	7	511.52	112.14	28	496.91
SPEECH	24	482.88	91.99	7	480.21	144.39	31	482.28
TOTALS	417	502.35		239	504.60			
						Average		503.16

Table #7-B FREQUENCY DISTRIBUTION, S.A.T. MATH SCORES, BY SEX AND CURRICULUM

SAT-M SCORES	B.E.		ENG.		F.A.		FR.		H.E.		I.A.		LAT.		MATH.		MU.		P.E.		SCI.		S.S.		SPA.		SPE.	
	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M
765-795																												
727-764															4	1								1				
688-726			1								1				4	3					2							
650-687															3	3			1							1		
611-649	1	3	3		2	1	3		2		2		1	1	8	1	1		1	2		3	1	2		1	2	
573-610	4		10	1	4		2	1	2		7		1		6	5	1	1	1	3	6	7	6	7	2		3	1
534-572	2	1	9	1	2	1	2	3	6		8		1	1	9	6	2	1	5	3	5	4	7	7	4	1	3	
496-533	7	1	4		8		8	1	12		5		5	1	12	1	1	1	6	6	11	1	7	13	5	2	4	1
457-495	2	2	11	1	6	1	5	1	6		5		4		2		2	5	4	4	6	6	5	6	5		3	3
419-456	6		5	2	2	2	3		3		14		3	1	1		2	3	11	5	6	5	5	4	2		3	
380-418	3	1	8		2	4	2	1	5		5		1				2	1	5	3	1	2	3	1	1	1	3	1
342-379			2		1				1		4		2								1			2			1	
303-341					5				2		3						2	2		3			1	3	1	1	1	
264-302					2		1	1	1												1						1	1
226-263																			1									

TABLE # 8

DISTRIBUTION OF TOTAL WEIGHTED SCORES - FRESHMEN 1962*

ACCEPTED GROUP

BY CURRICULUM

CURRICULUM	BELOW 400	400-449	450-499	500-549	550-599	600 Or OVER	TOTAL
Bus. Ed.					14	44	58
English					4	136	140
Fine Arts					26	46	72
French					8	46	54
Home Ec.			5	13	17	39	72
Ind. Arts			16	19	25	8	68
Latin				4	5	18	27
Math.					19	129	148
Music			3	10	11	21	45
P.E. Men				13	21	11	45
P.E. Women					19	31	50
Science			5	31	26	72	134
Soc. Stud.					23	123	146
Spanish					3	54	57
Speech					8	32	40
Uncommitted						4	4
TOTALS			29	86	229	814	1,154

*Does not include applicants who had withdrawn before decision date; also does not include 37 students invited from waiting lists.

NOTE Minimum TWS established by State department for admissions -- 400

TABLE # 9

DISTRIBUTION OF TOTAL WEIGHTED SCORES - FRESHMEN 1962*

NON-ACCEPTED GROUP

BY CURRICULUM

CURRICULUM	BELOW 400	400-449	450-499	500-549	550-599	600 OR Over	TOTAL
Bus. Ed.	39	25	19	49	7		139
English	23	42	36	29	36	9	175
Fine Arts	41	23	22	35	6		127
French	6	15	16	11	3		51
Home Ec.	24	15	6	6			51
Ind. Arts	44	25	9				78
Latin	3	1	4	1			9
Math.	11	12	29	45	45	11	153
Music	9	12	6				27
P.E. Men	70	18	26	4			118
P.E. Women	42	21	32	13			108
Science	15	6	9				30
Soc. Stud.	41	34	41	59			175
Spanish	10	12	14	9	11	3	59
Speech	22	9	7	12	5		55
Uncommitted	5	3	5	2	6	2	23
TOTAL	405	273	281	275	119	25	1,378
Grand Total Accepted and Non-Accepted	405	273	307	361	334	834	2,514

* Does not include applicants who had withdrawn before decision date.

[illegible]

Table # 10 ATTRITION IN INVITED APPLICANTS FROM INVITATION TO ENROLLMENT, SEPTEMBER, 1962

Curr.	Offers of Admission Mar.5,1962	Number paying $32.00	Additional offers (from waiting list)	Total paying $32.00	Students enrolled Sept.'62 No.	Col.4	Total Offers of Admission	Percent Enrolled Sept.'62
BUS.ED.	58	27	13	38	36	94.7	71	50.7
ENGLISH	140	67	0	67	55	82.0	140	39.2
FINE ARTS	72	49	0	49	42	85.7	72	58.3
FRENCH	54	37	3	39	35	94.5	57	61.4
HOME EC.	70	44	7	47	40	85.1	77	40.0
IND.ARTS	68	56	0	56	53	94.6	68	77.9
LATIN	27	23	0	23	23	100.0	27	85.1
MATH.	148	76	6	79	71	89.8	154	46.1
MUSIC	45	28	0	28	27	96.4	45	70.0
PHYS.ED.(B)	45	28	0	28	27	96.4	45	70.0
PHYS.ED.(G.)	50	32	6	37	33	89.1	56	58.9
SCIENCE	134	75	0	75	72	96.0	134	53.7
SOC.STUD.	146	83	0	83	79	95.1	146	54.1
SPANISH	57	37	2	38	26	68.4	59	44.0
SPEECH	40	33	0	33	30	90.9	40	75.0
TOTALS	1,154	695	37	720	656	91.1	1,191	55.0

[illegible]

TABLE #11 FAVORABLE RESPONSES TO OFFERS OF ADMISSION (paid $32.00) IN PERCENT, BY QUARTILE	TOTAL # INVITED	PERCENT FAVORABLE RESPONSE Q1	Q2	Q3	Q4	TOTAL	TABLE #12 RETENTION FROM FAVORABLE RESPONSE (paid $32.00) to enrollment Sept.,1962 in % by quartile Q1	Q2	Q3	Q4
BUS. ED.	71	69.2	64.2	35.7	30.7	50.0	77.0	96.2	98.2	100.0
ENGLISH	140	40.0	45.7	34.2	71.4	47.8	92.8	75.0	91.6	76.0
FINE ARTS	72	55.5	72.2	76.4	72.2	69.0	100.0	69.2	84.6	92.3
FRENCH	54	53.8	69.2	85.7	64.2	68.5	42.8	88.8	83.3	100.0
HOME EC.	77	77.7	64.7	70.5	38.8	62.8	85.7	66.6	100.0	100.0
IND.ARTS	68	88.2	76.4	70.5	94.1	82.3	86.6	84.6	100.0	100.0
LATIN	27	85.7	85.7	85.7	83.3	85.1	100.0	100.0	100.0	100.0
MATH.	154	43.2	56.7	62.1	43.2	51.3	68.7	90.4	86.9	100.0
MUSIC	45	54.5	72.7	63.6	58.3	62.2	83.3	100.0	100.0	100.0
P. E. (M)	45	54.5	63.6	63.6	72.7	63.6	83.3	100.0	100.0	100.0
P. E. (W)	56	66.6	75.0	84.6	33.3	65.3	70.0	77.7	90.9	100.0
SCIENCE	134	40.6	59.3	60.6	67.6	57.2	84.6	94.7	100.0	95.6
SOC.STUD.	146	50.0	52.7	50.0	73.6	56.8	100.0	89.4	83.3	100.0
SPANISH	59	71.4	71.4	57.1	64.2	66.0	74.0	70.0	62.5	66.6
TOTALS	1191	55.9	61.8	60.8	64.3	60.8	75.0	100.0	100.0	80.0

ANALYSIS OF RESPONSES TO OUR OFFER OF ADMISSION

For the Freshman Class of 1962, 1191 invitations were extended to students to enroll at our campus. These were distributed among the various curricula as indicated by tables 11 and 12. The first of these tables showing the percent of favorable responses to our offer of admission (applicants who paid $32.00 within the necessary 16 days of the original offer on March 5), has been broken down to show the percentage of favorable response in each curricula by quartile of accepted students. A number of interesting observations may be gleaned from this table. The top quartile of the group invited responded favorably to our invitation at a lower rate than did the bottom quartile. In most areas, there was little to choose between the middle two quartiles. It is interesting to note that in the area of Business Education the first observation is reversed. One possible conclusion is that Business Education applicants tend to be students who are qualified to take jobs immediately following high school and that only the more intellectually minded of these students, those whose academic success in high school and whose test scores were higher, would be sincerely interested in college. It would seem that students in the lower half of this group are more likely to take work immediately on graduation than they are to go to college.

It is notable that in the areas where themost able students tend to apply for admission (e.g. English, Mathematics, Science, and Social Studies) the percentage of responses in the first quartile are extremely low.

One of the seemingly unreasonable phenomena is the failure of students in the fourth quartile in Women's Physical Education to respond favorably to our invitation. This group had almost the lowest response of any fourth quartile group and certainly is the reverse of the trend shown.

I believe that this table will be useful to us in attempting to strengthen our hand with certain groups of students. It is the intention of the Admissions Director that special attention will be paid to students in the first and second quartiles of our admitted group for the year September, 1963, to attempt to influence this trend somewhat.

The second table shows the percent of favorable respondants in April, (students who paid $32.00) who eventually enrolled in the College in September. The differences appearing within the quartile groups in most instances appear to be reflective more of the small number of students in each quartile than of any really significant trend. Although most certainly the differences that appear in the first quartile as compared to the others in French, in Mathematics, and in Spanish seem clearly to indicate the pressure put upon high ranking students in these areas to attend other Liberal Arts colleges and the appeal of scholarship money available. Again, this table, I expect, will be useful to us in correspondence that we may set up with students who have accepted our initial offer of admission hoping that we will be able to hang onto greater numbers of the better students whom we have admitted.

Table #13 HIGH SCHOOL MATHEMATICS COURSES COMPLETED BY STUDENTS ENROLLED IN CERTAIN SELECTED CURRICULA, FRESHMEN, 1962

	TOTAL ENROLLED	GEN. MATH.	ALG. I	ALG. II	PLANE GEOM.	SOLID GEOM.	TRIG.	OTHER
IND.ARTS	53	7	50	32	47	14	15	2 Adv. Alg. 2 Senior Math. 4 Adv. Math. 1 Intermediate Math.
HOME EC.	40	1	40	39	40	4	7	1 Modern Math.
MUSIC	27	2	24	19	21	1	3	2 Adv. Alg.
FINE ARTS	42	3	42	31	37	7	7	1 Adv. Alg.
PHYS.ED. M	29	4	27	22	24	2	5	1 Adv. Math. 2 Senior Math. 1 Intermediate
PHYS.ED. W	32	3	32	25	29	2	4	1 Alg. III
BUS. ED.	36	8	29	13	13	0	3	1 Bkkg. II 4 Bkkg. I 2 Commercial Math. 1 Fund. Math. 1 Bus. Math. 1 Math 10 1 Alg. IV 1 Math I and II T
SPEECH	30	0	30	21	30	4	6	1 Alg. III 1 Modern Math. 1 Senior Math.

It would seem from the table 13 which shows the high school math background of students admitted to the College in curricula specialities in which our policy is stated that we will waive the Algebra I requirement and substitute General Mathematics in it's place, that some attention needs to be paid to this policy. The Director of Admissions considers it significant that so few of the students for whom we are willing to waive Algebra did not request this waiver but instead submitted not only Algebra but in tremendously high percentages submitted Plane Geometry and Algebra II and significant numbers of them even exceeded this as well.

V ADVANCED STANDING

1. Number of Candidates ($5.00 fee paid)

(a)	Transfer:	Women	158	Men	172	Both 330
(b)	Readmit:	Women	22	Men	15	Both 37
(c)	Totals	Women	180	Men	187	Both 367

2. Number of Candidates invited for Feb., 1962

(a)	Transfer:	Women	30	Men	12	Both 42
(b)	Readmit:	Women	7	Men	3	Both 10
(c)	Totals:	Women	37	Men	15	Both 52

3. Number of Candidates enrolled Feb., 1962

(a)	Transfer:	Women	26	Men	10	Both 36
(b)	Readmit:	Women	7	Men	3	Both 10
(c)	Totals:	Women	33	Men	13	Both 46

4. Number of Advanced Standing invited Sept., 1962

(a)	Transfer:	Women	75	Men	44	Both 119
(b)	Readmit:	Women	16	Men	11	Both 27
(c)	Totals:	Women	91	Men	55	Both 146

5. Number of Advanced Standing Enrolled Sept., 1962

(a)	Transfer:	Women	46	Men	36	Both 82
(b)	Readmit:	Women	16	Men	10	Both 26
(c)	Totals:	Women	62	Men	46	Both 108

V. AWARDS PUBLISHED

1. Number of Laureates (1.00 the award)

(a) Physics:	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
(b) Medicine:	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
(c) Chemistry:	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

2. Number of Laureates (1.00 the prize, [illegible])

(a) Physics:	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
(b) Medicine:	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
(c) Chemistry:	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

3. Number of Institutions [illegible] (Dec., 1[illegible])

(a) Physics:	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
(b) Medicine:	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
(c) Chemistry:	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

4. Number of Awards (Counting Shares Equal, 1[illegible]

(a) Physics:	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
(b) Medicine:	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
(c) Chemistry:	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

5. Number of Awards (Counting Shares Equal, 1[illegible]

(a) Physics:	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
(b) Medicine:	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
(c) Chemistry:	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

SUMMARY

The Admissions Office processed more applications in 1962 for both freshman and advanced standing than in any previous academic year. Any smoothness with which these applications were processed is due mostly to the tremendous effort put forth by the members of the staff, who, with one exception, had had no experience in the processing of admissions at Montclair State College.

Particular appreciation is extended to the corp of students who assisted in many phases of the work in admitting the 1962 Freshman Class. These students worked hard, willingly and faithfully for a stipend which must be recognized as being minimal indeed.

Commendation is extended to the clerical staff who worked without complaint as the needs dictated throughout the year and who never failed to put forth the extra effort needed to conclude a particular job on schedule.

I should like to pay particular tribute to the Assistant Director, Miss Marian Salanitro, whose dedication to the job and willingness to assume any tasks assigned enabled the Director to proceed with the necessary planning and other activities connected with growing into a new position. Professional responsibilities connected with the visitation of tour groups and with the visitation of guidance counselors were carried out by Miss Salanitro without friction and in an excellent manner.

TABLE # 14

ACTUAL (TO 1962) AND ANTICIPATED (TO 1970)
APPLICATIONS FOR ADMISSION TO THE FRESHMAN
CLASSES AT MONTCLAIR STATE COLLEGE

Year	No. N.J. High School Graduates	Percent Entering College	Number Entering College	Percent in N.J. Colleges	Number Applying MSC	Percent Attending College Applying MSC	Number Enrolling MSC
	(1)						
1950	32,763	27.0%	8,846		568	6.4%	307
1960	64,040	35.8%	22,962	(1955) 45%	2,098	9.1%	702
1961	66,109	36.5%	24,129	55%	2,566	10.6%	554
1962	66,133	37.0%	23,359		2,697	11.5%	659
Estimated							
1963	66,133	38.0%	23,990		2,990	12.4%	730
1964	76,488	39.0%	29,830		4,176	14.0%	
1965	84,988	40.1%	34,080	59%	5,452	16.0%	
1970	89,844	44.6%	40,070	64%	8,014	20.0%	

(1) Does not include private school graduates.

RECOMMENDATIONS

Table 14 showing the anticipated applications for admission to Montclair State College in the years ahead compells the Director to recommend most strongly that consideration be given to the selection and appointment of a professional staff member beginning at least on part time but with the idea of ultimately assuming full time responsibilities to assist with the visitation of high schools throughout the state. It was the conclusion of the Director in this year that visitation to high schools is an important part of admissions functions and that in the previous years this function has been somewhat overlooked because of limitation of personnel. It is the hope of the Director that this particular phase of the admissions program can be expanded so that opportunity to meet with every guidance director and every student in the State of New Jersey who wishes to come to Montclair, can be provided at least every other year.

MONTCLAIR STATE COLLEGE

GRADUATE DIVISION

REPORT TO THE PRESIDENT
Academic Year
1961 - 1962[1]

PART I

ACTIVITIES, DEVELOPMENTS, AND TRENDS

A. Activities

1. The Graduate Catalog was extensively revised with the 1962-63 edition. A special effort was made to rework the General Information section in accordance with Middle States standards. This revision was achieved with the cooperation of twenty members of the graduate faculty and the Graduate Council participating. This procedure not only permitted us to draw upon the professional skills of the faculty but it was a good device to get key personnel to review the contents of this section.

2. A careful examination of course offerings and their numbering for the purpose of improving course sequence, and the development of new studies to meet the changing needs of our present graduate students also took place.

3. The Graduate Council made several important changes in the graduate policies and procedures.

a. Transfer credit: The action taken by the Graduate Council with respect to change in policy, and the way by which it would be implemented is explained in Exhibit "A" in the addenda.

b. Extension of time within which the degree work must be completed: People matriculating after May 7, 1962, have six years within which to complete their Master's degree requirements. Relationship of this to the five-year program is indicated in the addenda constituting Exhibit "B".

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[1]Since any exposition of Developments and Trends involves the continuing activities beyond the limits of a calendar academic year, it is suggested that any one wishing to study seriously the Master's degree program of this college examine the reports of the Chairman of the Graduate Council for the last two years, especially the 22 items in Section I of the 1960-61 report, since to avoid repetition this report does not contain anything of a repetitious character unless there has been something significant about a certain matter which deserves recording the nature of the development relating to it.

c. Applicants for matriculation have been asked to state their professional objectives in seeking an M.A. and to indicate how their past training and experience qualify them for graduate study. The information provided thus far has been very helpful in our guidance procedure.

d. A new application for matriculation form was developed this year to indicate more clearly the status of a person's professional training and experience. It also permitted the advisors to make decisions as to the candidates' acceptance; i.e., a) Formally matriculated, b) Probational status, and c) Provisions essential to qualify for matriculation. Incidental to the revision of this form, a new analysis sheet was adopted to better organize the information essential to processing a student's application, and making a final determination. Copies are included in the addenda as Exhibits "C" and "D."

4. A study of the registration procedure was made to prevent, as far as possible, any of the occasional irregularities which develop with respect to course sequence, As part of this examination, the committee meeting with Dr. Huber directed, or authorized the Registrar to re-classify the M.A. matriculants' general record cards, to permit a review of these records essential to following the progress of this group of students.

5. New work program formats or patterns are under consideration to permit a visual determination to be made of a student's record, and contribute to the possibility of a cumulative assessment of the work toward the completion of his program requirements.

6. In addition to the regular meetings of the Graduate Council, a special meeting of the graduate faculty was held this year for the purpose of discussing membership on the graduate faculty to distinguish between graduate and undergraduate instruction, to explain the problem of financing graduate studies, and to indicate our interest in meeting the needs for additional graduate Master's degree programs. A graduate faculty dinner followed the meeting. While it was a successful affair, yet, in view of the number who preferred to get home before the evening rush and therefore did not attend the dinner, and also because the items covered in the agenda of the meeting might well be taken care of at any regular faculty affair, it is very questionable whether this sincere attempt to bring this special group together justified the time, cost and effort of those sponsoring it.

7. The experimentation involving the integration of the required research courses, Ed. 503 and the Departmental Seminars continues. While this idea seemed to possess much merit originally it now appears that this procedure will be limited to those departments which are desirous of using it and can find those "special" teachers of Ed. 503 who will make the compensating adjustments to permit integration to be effective.

B. <u>Developments</u>

1. This year for the first time the State of New Jersey added four full time faculty members' time to the regular budget to service the Graduate Division courses.

This was expected to take place several years ago as a result of the New Jersey State Board of Education's directive that all graduate work be placed on load on a 3/2 basis within a period of three years

2. Appropriate to the above statement, it should be noted that while in the Fall of 1959 we had achieved a 61% course load on regular load with only 49% as an overload, it has been necessary recently, in the Spring of 1962, to move in the opposite direction with the result that only 48% was "on load" and 52% on overload. A most recent analysis of this distribution completed for the fall semester, 1963, reveals that we are again back to a 50% distribution. The slight return to overloading has come about dur to the pressure on us to give additional certification courses, the expensiveness of graduate research seminar work, and the additional cost of teaching being "on load" on a 3/2 basis. The additional administrative work necessitating more twelve-month civil service employees required due to an expanding graduate enrollment also placed pressure on cost decisions to avoid the "on load" formula for "overload" to make ends meet.

3. We have eliminated all off-campus courses in accordance with the recommendations of the Stroyer report and the Middle States Evaluation. (It must be reported that a few exceptions have been made to permit several school systems to cooperate with the New Jersey Council on Economic Education by taking the College of the Air television course in Economics.)

4. Changes in the Master's degree curricula are continuing, especially in the areas of Music and Foreign Languages. However, the departments with highly specialized work hesitate to accept the responsibility for servicing a Master's degree on a sustained basis without substantial support from the State of New Jersey for advanced studies.

5. The responsibilities of the Chairman of the Graduate Council, with reference to carrying out the objectives of the M.A. program, were described in terms of certain criteria described in a recent Department of Education Leadership Conference. Copies of this report were sent to the College President and are on file in his office and the graduate office.

C. Developments

1. An increased influx of graduate students who have already matriculated at nearby private universities and colleges is being studied. This trend is due, no doubt, to the differential of $40 to $50 per semester hour at these institutions compared to the $13 per semester hour at our college. Furthermore, now that we can accept eight semester hours of work as transfer credit from accredited schools, the adjustment is made possible without too great a loss in semester hours already earned.

2. Increased attendance beyond a fifth year of work is also noticeable due to the vast number of Boards of Education which are granting special salary increments for a 6th and 7th year of professional study. (Comment about this will be found in the section on "Recommendations").

3. Recently, it has come to our attention that some state school systems are requiring students to take their work for the M.A. in the area which they are teaching, if they expect to qualify for salary increments. This is a very good policy, as it will force many students to seek their degrees in the difficult subject matter areas and to avoid acquiring degrees in an Education major simply for salary increment adjustments.

4. Some major changes in graduate policy have taken place affecting our matriculated students in different ways, since the changes were not retroactive. Moreover, because of the rotation of Departmental Chairmen which brought three new administrative personnel into the graduate program setup, changes in program advisors, and a new Acting Director of the Part-Time and Extension Division at a time when the Chairman of the Graduate Council was absent for several months because of illness, there occurred, quite naturally, differences of opinion in the interpretations placed not only upon the new policies but some of the old as well, making this year a challenging and difficult one. Some of the questions causing controversy involved such matters as the following:

a. Does the "service" requirement in the Education programs mean service in a public school and/or in a supervised teaching experience?

b. Is the "statement of intention to graduate" to be filed on or before November 30th a basic requirement for the degree or is it a reasonable procedural matter to facilitate the assessment of the records of potential candidates for the M.A.

c. Is there any obligation on the part of someone, such as the Registrar, to make a determination of each candidate's record sufficiently soon after November 30th so that advisors may be in a position at the time of registration for the second semester to assist students to take, if possible, the remaining appropriate courses essential to finishing their requirements?

d. Where students take, with advisors' approval, required courses without necessary prerequisites, should such courses be recognized as meeting requirements or should appropriate substitute equivalents be added to their programs?

e. Is there any logical or legal reason for policy changes to be made retroactive when such would be advantageous to previously matriculated students in order to avoid arbitrary discrimination?

f. Is the fact that in the adjustment of individual student programs, in those areas where discretionary judgment is possible in accordance with good educational philosophy and policy, decisions for one or some are different than decisions for other, concrete evidence of inconsistency, administrative looseness in policy action, or subjectivity in policy implementation?

g. Did the changes in the Foreign Language program approved by the Graduate Council which limited the transfer of credit from "abroad," allow the difference between the former total of 16 credits and the new maximum of 10 to be taken with approval for transfer credit from an accredited college to the Language student program at Montclair?

h. Are "electives," provided for in each student's program a requirement; if so, must they be so chosen as to perform a particular function consistent with the Philosophy of Education, or are they to be so completely "free" as to allow a student to choose further free electives within his own major, or to take skill courses, in contrast to those referred to as "general education intellectual experiences."

The above questions have been the cause of concern on the part of the Chairman of the Graduate Council, and as a result a sincere attempt has been made to work out clarifying written statements, with the cooperation and support of Administration, so as to avoid ambiguity, and to achieve that degree of clarity that is possible while allowing some flexibility for administrative judgment in particular special cases.

5. Other developments which constitute problem situations, concerning which the Chairman has made specific policy recommendations, will be discussed in the logical order called for in this report in Part III, Situations, Problems and Recommendations.

D. Quantitative Trends in Applications and Matriculated Students for the M.A.

While a complete statistical analysis of the M.A. program follows in Part II, it is appropriate to state here that the total number of matriculated students has again reached a new high in the history of the graduate program at the college. There is currently a total of over 700 as compared to 646 in 1960, and 580 in 1959. We processed approximately 475 applications; 43.2% were accepted for matriculation, 14% were rejected and 12.6% were placed on probation.

PART II

STATISTICAL ANALYSIS OF TRENDS

A. Some Implications and Interpretations of the Data in the Preceeding Table

1. Note: Henceforth the statistical year will coincide with the regular school year, or budgetary year, from July 1st to June 30th, in the interest of conformity. Previously, the Graduate Division considered the Summer Session graduation (August) as an extension of the previous school year.

2. A total of 73 degrees were granted in June, 1962. (45 in September at the Fall Convocation.) A comparison of this total with those since 1949 follows: (Based on June graduation; September figures shown in parentheses).

STATISTICAL ANALYSIS OF MASTER'S DEGREE DATA FOR THE ACADEMIC YEAR 1961-1962 (September 1, 1960 through June 30, 1962)

MATRICULATED STUDENTS							M.A. DEGREES GRANTED	INACTIVE or WITHDRAWN	ACTION ON APPLICATIONS PENDING		
I DEPARTMENTS	II CURRENT TOTALS (6-30-62)	III PREV. TOTALS (1960-61)	IV NEW MATRIC.	V RE-INSTATED	VI CHANGED MAJOR FROM	VI CHANGED MAJOR TO	VII JUNE 7, 1962	VIII (6-30-62)	IX REJECTIONS	X PROBATION	XI MISC.
A. & S.	118	98	36	2	-	3	17	4	15	8	18
BUS. ED.	49	46	9	1	-	-	0	7	1	3	4
ENGLISH	104	88	29	2	1	-	9	4	7	6	17
IND. ARTS.	45	44	8	-	-	-	6	1	4	5	5
FOR. LANG.	6	8	-	-	-	-	2	-	-	-	-
MATH.	108	88	36	-	1	-	8	7	2	9	16
P. & G.	104	82	34	1	1	-	10	2	17	8	38
SCIENCE	74	63	23	-	-	-	9	3	16	9	10
SOC. ST.	101	108	14	-	-	-	12	9	5	11	31
SPEECH	31	21	10	-	-	-	-	-	-	1	5
TOTALS	740	646	199	6	3	3	73	37	67	60	144

THE STATISTICAL YEAR, TO COINCIDE WITH THE REGULAR SCHOOL YEAR, WILL BE FROM JULY 1 - JUNE 30 (instead of 9-1 to 8-31)

II (CURRENT TOTALS) The cut-off date, 6-30-62, actually makes this a 10-month record for 1961-1962.
IV (NEW MATRIC.) This figure includes matriculants from 9-1-61 to 6-30-62 only.
VII (DEGREES GRANTED) June graduates only are included. September graduates (45) have been omitted from this statistical table, to be included in 1962-63 report.
XI (PENDING - MISC) This group includes: 1) applications awaiting transcripts, 2) acquisition of experience, 3) awaiting interviews, and 4) request for certain action by the applicants.

YEAR	NUMBER OF DEGREES GRANTED
1949	100
1950	137
1951	129
1952	120
1953	106
1954	98
1955	130
1956	131
1957	111
1958	104
1959	125
1960	132
1961	108
1962	73 (45)

3. The total number of degrees granted since the inception of the graduate program in 1933 to date is 2,373 (the figure 2,418 would include the September graduates). The number graduating this year is about normal for the series since 1949.

Summer session enrollment increased slightly over the low of 39 for the previous year and indicates the attempt of program advisors to encourage students to complete their work for June graduation where that possibility exists.

4. The effectiveness of our screening procedures to eliminate those whose undergraduate records do not suggest successful graduate material is indicated in the fact that 67 applicants were rejected and 60 placed onprobation or accepted provisionally.

5. The chief increases in relative percentage enrollments took place in Mathematics, due to the N.S.F. program; another occurred in Personnel and Guidance due to pressure of school administrators for increased certified personnel in this area; and the increasing trend in Administration and Supervision continues. The enrollment in the latter program is explained in part by the necessity of graduates of programs without the M.A. degree matriculating in Administration and Supervision with the objective of qualifying for departmental or subject matter Supervisor where the M.A. is required. It should be noted that the enrollment in Administration and Supervision is not much greater than the individual enrollments for English, Mathematics, and Social Studies. Percentage-wise its relative position in total enrollments has not changed much in recent years.

6. In terms of total growth, figures included are 1) previously matriculated students, 2) students on probation, and 3) applications pending. The total number of applications processed by the graduate office has increased sharply, suggesting the increased load there is on those responsible for matriculating students for the M.A., with particular reference to the M.A. programs secretary, Mrs. Metz, and the Chairman of the Graduate Council.

7. Other incidental data, such as folders placed in the inactive files, students re-instated, change of majors, etc., are indicated in this table.

B. Relevant Quantitative Data in Report of the Director of Field Studies for the Part-Time and Extension Division

Further statistical information of a closely related nature, such as size of classes, off-campus courses, etc., will be found in the extensive Annual Report of the Acting Director of the Part-Time and Extension Division. Some of this information will supplement the statistics and report of the graduate degree program, and will indicate the close relationship and logical overlapping which there is between these two parts of the Graduate Division.

PART III

SITUATIONS, PROBLEMS AND RECOMMENDATIONS

A. Graduate Division Financing

It is encouraging to realize that the State of New Jersey, through the Budget Director is, at long last, beginning the subsidization of the graduate program. This new policy started to some degree when in preparation for the last evaluation by the Middle States Association in 1957, we were allowed to keep all the revenues taken in from tuition. Previously, the State had exacted a 25% levy for the "overhead costs" of administering the graduate courses.

However, it is becoming more apparent that the $13. per semester hour is most unrealistic on both an absolute and comparative basis. Since some state officials (and Rutgers, which has private income resources) wish to continue the low fees for certification courses, while others interested in high standard and relatively small classes which are expensive desire to increase them, this difference might be reconciled by charging lower fees for certification work and increasing them to meet the "real cost" of the M.A. and sixth year course work. This is the practice in some other states.

It is becoming increasingly apparent that department heads must exercise greater care in the courses they attempt to offer, to avoid the frustrations which students experience when courses they have chosen to take must be cancelled. It is suggested that some formula of course offerings be developed based on the matriculated students in the major department areas. Naturally, the Education courses will have to consider potential certification demands as the basis for its classes.

B. The Problem of "Electives"

There continues a tendency for students to avoid diversification of their course choices by selecting their electives in departments other than their area of specialization. This is explained in part by the fact that some teachers in the major areas expect as much of these students as they do of those specializing in a subject matter program. Advisors, on occasion, discourage their advisees from electing courses in other departments if it so happens, as it does, that the major departments' offerings need additional enrollments to forestall courses being cancelled. One of our sister state colleges has met this problem of desirable diversification by requiring that at least "8 semester hours be in the non-major field." We prefer to accomplish program enrichment

through continued persuasion.

C. The Record-keeping Procedure for Graduate Studies

1. The most disturbing situation in our graduate organizational framework is still the state of our graduate students' records which are located in the registrar's office. The turn-over in clerk personnel there, and the diffusion of responsibilities as to record keeping since they are not clearly defined and quite naturally involve some overlapping, have created a situation that makes it impossible for us to be sure that a student's record card is accurate. A re-assembling of all of the records some time ago, to make it easy to find a card for photostatic requests, has made it impossible for those of us who wish to evaluate a matriculated graduate student's progress to carry out this responsibility without going through all the record cards under the present filing system.

2. It is urgent that a highly competent clerk be assigned to the task of graduate record keeping so as to be able to guarantee the accuracy of records themselves and keep them from being as open to the general public as they are at the present time.

In an attempt to assess the above situation, a meeting of the Registrar, Chairman of the Graduate Council, the Acting Director of Field Services, and the Business Manager took place, with Dr. Huber acting as Chairman, July 24, 1962. Certain agreements were reached to affect desirable changes relating to records. These are reported in an extensive memorandum of Mr. Lewin, Acting Director of Field Services, summarizing this meeting, and its recommendations.

D. Registration Procedure

1. The priority system of registration continues to operate effectively even though some adjustments as to the time when certain groups enroll for courses will have to be made. Late registration procedure is still a challenging matter and it seems necessary to require all advisors to be available to students in one place, such as the Library Annex, rather than in offices located all over the campus. Perhaps we are ready to give serious thought to a systematized form permitting self registration with final approval by a registration staff member. At least this could very well be worked out for some departments whose programs are such as to make matriculation for most of the eligible students (to be determined by the graduate office) a mere formality. This, incidentally, could mean a saving in our funds by reducing the semester hours allocated to graduate advisors.

2. An examination of past Annual Reports of the Chairman of the Graduate Council indicates the continuing desirability of requiring that a transcript of previous college work be on file for all students permitted to enroll for graduate courses. This is done at present only for those applying for matriculation for the M.A. degree. Some attempt was made for a while to establish this requirement for certification students by Dr. Lange, Director of Certification. However, without adequate personnel to organize

a file for this purpose, he had to abandon the idea. This task could well be handled for the non-M.A. matriculants by a full time graduate record clerk in the Registrar's office, if she were not expected to service the undergraduate division at the same time. The absence of such records might prove to be an embarrassing situation if we were to be visited by an accrediting agency.

3. It would seem most desirable to have a meeting with all advisors for about fifteen minutes before registration for the M.A. groups for briefing purposes.

E. Summer Commencement Exercises

The decision to eliminate granting the Master's degrees in August at the end of the summer session, and combine this formality with the Annual Convocation in September proved to be most successful and should be continued. It solved the vexing problem of turning in grades for summer school graduates early in the fifth week in order that a determination could be made as to their eligibility for a degree. It further simplified the preparations for this commencement, which, due to the absence of members of the administration during the summer, had become the responsibility and an excessive burdon on the personnel of the graduate office.

F. Additional Master's Degrees

1. To meet the increasing demands for graduate work in those major areas not at present offering M.A. programs, and with respect to which the enrollments on a self-financing basis with 3/2 teaching load assignments would make it almost impossible to guarantee class offerings, it would appear desirable to proceed realistically by modifying the existing pattern for the M.A. degrees to permit more flexibility as to credits required for each of four areas: a) Professional Education, b) Area of Specialization, c) Research, and d) Electives.

Since this program could have more flexibility as to the credit hours required for the area of specialization from 10 to 18, it would be possible through a limited number of departmental offerings each semester and summer session, to permit students to do the work for the M.A. within a three year period, at which time they would be eligible for a permanent certificate. Furthermore, it would permit students in those departments with limited enrollment and offerings to rely for course work on other departments, such as Education, as well as those offering general electives.

In the development of the Master's degree programs, there could be a greater degree of integration among departments. For instance, Princeton is expanding its Language M.A. to include courses in the humanities, i.e., English, History, etc. There are also possibilities for coordinating the courses and professional services of the State Colleges beyond the mere transfer of credit. The two graduate offerings in Reading Certification here and at Paterson might involve one M.A. integrated program.

G. Research and Research Seminars

The decision some years ago to require at least four semester hours of intensive research study consisting of an advanced research seminar beyond Ed. 503, Methods and Instruments of Research, while a step in the right direction has produced some problems which were anticipated as well as some others which have come about due to an increase in enrollment. A research course is expensive since class size for effective work must be small. It is also difficult to find the special type of teachers, with the qualifications and interest in developing intensive studies of this nature, in sufficient numbers to service an increasing number of M.A. candidates. Already some of the academic subject matter departments are utilizing the Ed. 603, Principles and Practices of Research, course as the permissible equivalent for this requirement in order to avoid using their faculty to service matriculated students' research needs. There is a sincere professional difference of opinion as to what an introductory course in research should be as to a "limited" or extensive study of some problem.

In order that Ed. 503 will not be used to service the Research Abstracts primarily, we should require that only that research be reported in these abstracts which are the product of the Research Seminars. Also, to take the pressure off the Research Abstract Committee to produce a publication each year, perhaps it would be more realistic for our college to have this publication placed on a bi-annual basis.

The servicing of the Research requirement in the Social Studies Department is becoming increasingly difficult because of its extensive nature and the large enrollment. A backlog of students has developed who need guidance to finish their degrees. It is hoped that the new head of this department will be able to meet this challenging situation.

H. Library Resources

The importance of the College Library and its services to graduate instruction could not be overemphasized, Consequently the new building and its facilities should encourage us to develop this educational resource as follows:

1. Additional appropriations for books and in particular the academic periodicals. (Perhaps a special library fee would be appropriate.)

2. Graduate instructors should be more demanding in what they require of students in the use of the facilities of the library.

3. It would seem that additional hours for study and research on Saturday afternoon and evening for fully employed teachers would be justified.

4. Some students who come to the campus one night a week find library regulations, such as the "over night only," a curb to the use of its books.

H. M.A. Matriculation Eligibility for Faculty Members

The decision of the Department of Education of the State of New Jersey to deny its college faculty this privilege, for promotion purposes, is something which took place so quickly, and without any opportunity for discussion, as to raise a serious question with regarding the procedure by which it was effected. Change of past policies is a matter which is so important that better communication indicating a future effective date for such changes would seem to be highly desirable.

I. Registration Control Procedures

It would seem desirable, as part of the registration process, for some one to be responsible for a more intensive supervision of what the advisors permit students to do. While there are not too many irregularities, yet they do occur. These involve course sequence, prerequisites, student load, matriculated status, etc. This "quality control person" might well be the Registrar who could also, as part of this procedure, interview, in an informal manner, those who contemplate finishing their degree requirements by the next commencement.

J. Registrar's Evaluation for the M.A. degree

Due to the tardiness in recent years in the final assessment of the records of those intending to graduate, a few cases of postponed graduation occurred which involved unnecessary hardships for the students effected. To avoid any repitition of this, a calendar of steps in this appraisal has been prepared and has been approved by the College President. It is expected to become administrative policy governing the procedures relating to the finishing of the M.A.

K. Graduate Program Advisors and Teaching Load

It is apparent that in most of the departments the chairman cannot abandon his responsibility for the direction of the M.A. program by merely appointing a program advisor to service graduate students for one credit per semester. The chairman should be present along with the departmental advisor on those two occasions when applicants for matriculation are registering and also when those already matriculated come for advice. Not only will he be able to provide additional guidance but it will permit him to keep in touch with the operation of this important college work.

Since in one department, for instance, the chairman with only eight people in a graduate class receives 3/2 on his regular load, while the departmental advisor receives only one semester hour for advising some 106 matriculated students (1961-62 - a jump from 60 in 1959-60) it would seem that there was an imbalance in administrative responsibilities in this situation. Perhaps the 3/2 on load ratio should be changed to a 2/2 on load and a 3/2 overload at the reduced rates with the additional credit or time served to be given to program advisors on the basis of some application for matriculation formula. This is a complex policy matter which should be re-examined.

It would only seem fair that the faculty members teaching the 401 (Methods) courses and Math 400 (Educational Statistics) to graduate certification and M.A. students should not be required to handle these large classes on a regular ratio basis when other smaller classes which are taken for M.A. credit permit a 3/2 determination.

L. Graduate Catalog Course Numbering and Exceptions

The meaning of the graduate course numbers is explicitely stated in the graduate catalog and should be followed. There has developed the practice by some person which permits asterisks to denote "exceptions" to the numbering process so as to confuse the meaning of such numbering by indicating such generalizations as "nearly all the 400 courses," etc, Ed. 491 which in the past Part-Time and Extension bulletin was stated to be "for no graduate credit," is an example of such an irregularity. If exceptions such as this are to apply to all students generally, it should be passed upon by the Graduate Council and the course removed from the graduate catalog.

M. Our "Six Year" People and the Developing Community Colleges

In anticipation of the County Junior College movement in this state, perhaps a graduate coordinator, or advisor, should be given the responsibility for encouraging students with M.A.'s to continue their advanced studies in a logical, sequential program leading to eligibility for a Junior College Teaching Certificate. We now have a tentative program prepared for this purpose which can be implemented without difficulty.

N. Relation of the Operation of the Part-Time Division to the Master's Degree Program

It has been the good fortune of the Chairman of the Graduate program to work with Directors of Field Services, Ambry and Lewin, who have been affable and cooperative. While quite naturally differences of opinion on occassion arose, as to the best procedures to follow to effect the most desirable results in the administratio of overlappingresponsibilities, yet, the willingness of all concerned to be persuaded to make compromises or accommodation to expediency has resulted in very good office relationships. Much of this has been due, no doubt, to the caliber of the civil service secretaries who carry the burden of detail assignments and engage in direct personal contacts with the many students we must service.

While in many ways it would be desirable to have these two administrative positions in separate offices, yet, under the circumstances where there is no personal or professional friction of any consequence, the close relationship which there is in many of the mutual responsibilities, the Director of Field Services and the Chairman of the Graduate Council carry makes the single office operation an advantage to the functioning of the Graduate Division.

O. Master's Degree Program Personnel

1. Status of the Secretary

The recommendations made in previous annual reports with respect to the desirability of upgrading the position for this area of the Graduate Division is reiterated. In anticipation of the reclassification of this position, a detailed study of the duties and responsibilities associated with the job were made. It is quite surprising how, of necessity, the services to be rendered at present by anyone anxious to function efficiently has changed from those ordinarily associated with the status of senior clerk stenographer, to those associated with one who is more of an individual with administrative status. It is gratifying to learn, therefore, the possibility of increasing the status of Mrs. Metz, the graduate office secretary. The Chairman wishes to state for the record that in addition to performing her duties in an excellent manner, it is done in a most professional way and in accordance with the knowledge and understanding which long experience as a State of New Jersey employee, a considerable amount of which has been in her present position in the graduate office can effect. Therefore, as soon as some of the senior clerk stenographers can be upgraded her service to our college should be recognized.

P. Graduate Administrative Manual

The Chairman of the Graduate Council had contemplated for some time the development of an administrative manual for the Master's degree program. This would summarize policies, practices, and special review cases which have arisen from time to time necessitating some adjustments in policy applications due to extenuating circumstances. The material for this has been partially prepared, and the first step to such a manual was taken when the information section of the 1961-62 graduate catalog was completely revised with much of its content restated and clarified to make its meaning more explicit. However, in view of the fact that the Department of Education by order of the Commissioner of Education is now engaged in the formulation of a State Administrative Manual which, no doubt, may affect our local policies and practices, it would be well to await the official completion of the project of the Education Department before any manual for our own program is undertaken. In the meantime, the graduate catalog and the official directives, studies, and administrative rulings are on file with Mrs. Metz, secretary of the graduate program office. These are now kept in a special loose leaf binder and constitute the official guide for the administration of the Master's Degree program.

Q. Relation of the Master's Degree Program and Part-Time and Extension Division's Annual Reports

In the Annual Report for 1961-62 prepared by the Acting Director of Field Services, several pertinent recommendations are made which refer to the close relationship of that division and the Graduate Division.

This relationship exists because the Director of Field Services, in charge of the Part-Time and Extension Division has the responsibility of implementing the Master's degree programs supervised by the Graduate Council.

His very complete report including both qualitative recommendations as well as quantitative statistics contain many implications and suggestions directly relating to the Master's degree work in the Graduate Division.

John J. Rellahan

John J. Rellahan
Chairman, Graduate Council

JJR:rm

EXHIBIT "A"

MONTCLAIR STATE COLLEGE
Graduate Division

STATEMENT RELATING TO TRANSFER CREDIT PRIVILEGE

I. GRADUATE COUNCIL RESOLUTION

"Eight semester hours of appropriate graduate credit may be transferred from an accredited college or university upon the recommendation of the student's program advisor, and with the approval of the Chairman of the Graduate Council. Effective for all candidates matriculating on and after April 12, 1962."
(Passed unanimously 4-12-62 - from minutes of Graduate Council meeting.)

II. PROCEDURE FOR IMPLEMENTING THE ABOVE RESOLUTION AS DETERMINED BY THE COUNCIL - (5-7-62)

A. Credits earned prior to matriculation:

"Credits earned prior to matriculation at another accredited institution are eligible for acceptance by the departmental chairman (or approved graduate program advisor,) and the Chairman of the Graduate Council, and if accepted, should become part of the student's work program."

B. Credits earned subsequent to matriculation:

"Credits to be taken at another accredited institution subsequent to matriculation must receive prior approval."

III. CRITERIA TO DETERMINE ACCEPTABILITY OF TRANSFER CREDIT

A. Courses may not be over ten (10) years old.

B. Courses shall be definitely of a graduate and advanced character. (T he fact that they have been taken beyond the bachelor's degree is not in itself proof of graduate study.)

C. Grades received must be "B" or better. Courses with "P" for "passing" are not acceptable unless it can be demonstrated that such a mark is the equivalent of "B" or better. (The college or university, as well as the course, may be considered in applying this rule.)

D. All courses acceptable for transfer must be appropriate for the student's program.

1. In the consideration of courses for prior approval, to be taken elsewhere by matriculated students, since the real purpose of accepting work from other colleges is to strengthen a student's M.A. program by having him possess courses in the major area which are not given at Montclair, it is questionable whether courses which bear little relation to the student's program, or are very similar to those which can be taken here, should be approved.

2. If they are to be "electives," the function of which is to contribute to a student's general education or cultural training, it would not seem appropriate for the transfer credits to be of a skill character. (See page 15, item 4, Graduate catalog, 1962.)

IV. EDUCATION 503

This course must be taken at Montclair. Where a student has taken an almost identical course elsewhere, since it would not be reasonable to have him repeat it in Ed. 503, he may be permitted to satisfy this requirement by completing Ed. 603. In addition, where a department's program requires the departmental seminar, it will also be necessary to complete this course. (It is to be noted that the research course taken elsewhere and accepted in lieu of Ed. 503, is not to count as part of the 32 semester hours for the M.A.)

V. COLLEGE TRANSCRIPTS

Transcripts for use in the assessment of transfer credit must be sent by the student's college directly to the graduate office. Exact course descriptions must be supplied by the student when deemed necessary for a proper determination of the nature and applicability of courses for transfer credit.

VI. STUDENTS ACCEPTED ON PROBATION

In cases involving students who are accepted on a probationary basis due to deficiencies in their undergraduate average, etc., and who are offering transfer credits for consideration, no final evaluation of the acceptability of these credits need be made until the student becomes eligible for matriculation, at which time the transfer credits may be accepted as part of the 32 semester hours required for the M.A., or they may be used to compensate for any additional credits that might otherwise be added to the minimum of 32 to allow for the deficiency in the student's average.

VII. REVIEW AND FINAL ACTION

In cases involving any disagreement among those assessing the transfer credit for a student requesting this privilege, the controversial matter will be referred to the Dean of the College for consideration, review, and final action, in accordance with any special procedure he may choose to establish for this purpose.

John J. Rellahan
Chairman, Graduate Council

JJR:rm
10-62

EXHIBIT "B"

MONTCLAIR STATE COLLEGE
Graduate Division

RELATION OF THE EXTENSION OF THE NEW SIX-YEAR TIME LIMIT FOR COMPLETION OF THE M.A. AS IT EFFECTS STUDENTS MATRICULATED PRIOR TO MAY 7, 1962

Any new policy adopted by the Graduate Council is not retroactive unless it so states. (Laux case). Therefore, students matriculated previous to the adoption of any new M.A. requirements are subject to those in force in the graduate catalog at the time of their matriculation.

In the current instance, those students who were matriculated before May 7, 1962, and the publication of the new graduate catalog have only five years within which to complete their programs in accordance with previous catalog stipulations relating to this matter. At the expiration of this time, it is required that they re-apply for re-instatement as a matriculated student and request an extension of the time period within which to qualify for the M.A. degree.

Such an extension is not automatic but is subject to a review of the student's record. Any new Master's degree requirements must be fulfilled, and additional points may be added to the minimum of 32 semester hours required for the M.A.

Acceptable extenuating circumstances involving matters beyond the control of the student, the consistency of his work previous to a prolonged inactivity in his course of studies, his scholastic record, etc., are all to be considered in the final determination to be made by his departmental advisor and the Chairman of the Graduate Council as to the details of his final amended program requirements.

It shall be the intention of those whose responsibility it is to implement Graduate Council policy in this particular matter, to give the student help and encouragement in meeting his final objective, and to assist him in keeping his graduate study active to the fullest extent possible without compromising fundamental standards or the catalog degree requirements.

JJR:rm
10/10/62

As part of the application for matriculation, it is required that you present to the graduate office for your file, a personal statement of your objectives, academic interests, experiences, and any other special matters which will assist those who must assess your readiness for a particular program of graduate work and develop your course of study for the M.A. (This statement should be brief and should not exceed 500 words).

EXHIBIT "C"

MONTCLAIR STATE COLLEGE

UPPER MONTCLAIR, N. J.

GRADUATE DIVISION

APPLICATION FOR ADMISSION AND MATRICULATION

MPORTANT: (1) FILL IN BLANKS FULLY (2) RETURN WITH CHECK FOR $5.00 APPLICATION FEE, PAYABLE TO MONTCLAIR STATE COLLEGE. (THIS FEE IS NOT REFUNDABLE). (3) HAVE YOUR COLLEGES SEND US TRANSCRIPTS OF YOUR PAST ACADEMIC RECORD. NO ACTION CAN BE TAKEN ON YOUR APPLICATION UNTIL TRANSCRIPTS ARE RECEIVED.

me in full Mr. Mrs. Miss ..... Date .....
Last First Initial (Maiden Name)

ermanent Address .....
Street and No. City

resent Address .....

ate of Birth ..... Are you a citizen of the U. S.? .....

EDUCATIONAL PREPARATION

Type	Name of Institution	Location	Dates	Type of Degree	Major	Minor
High School				X		
College-University						

TEACHING EXPERIENCE

Dates	Name and location of School	Nature of Position

otal years of teaching: Elementary School ..... High School ..... College ..... Administration .....

ype of certificate now held ☐ Permanent ☐ Limited ☐ Provisional State .....
(A Teaching Certificate in New Jersey is prerequisite for the A.M. degree)

ubject matter area of certification .....

Major in which you wish to matriculate .....

Administration and Supervision, Business Education, English, Industrial Arts, Mathematics, Personnel and Guidance, Science, Social Studies, Speech). (Foreign Languages - under special conditions for MSC graduates only).

Have you already carried work for which you expect to receive graduate credit? .....

If so state number of points ..... Where taken? ..... When .....

(1) *Not more than 8 points of graduate credit is allowed prior to matriculation.* (2) *Only graduates of New Jersey State Colleges and the State University may transfer up to 8 credits from other accredited institutions.*

Have you ever filed an application with this institution before for the A.M. Degree? .....

References: Names and addresses of two persons who know of your professional experience .....

.....

.....

Do not write below this line

Action of Committee ☐ Formal Acceptance ☐ On Probation ☐ Provisional ..... Date .....

.....

*Extended to graduates of any accredited institution matriculating after 4-12-62.

GRADUATE DIVISION
APPLICANT'S INFORMATION SHEET

EXHIBIT "D"

A. NAME _____ DATE _____

B. MAJOR AREA FOR MATRICULATION _____

C. UNDERGRADUATE AVERAGE:
1) overall____ 2) trend last 2 yrs.____ 3)comments____

D. MATH 400 - or equivalent (not for graduate credit) satisfied___ required____

May be satisfied by_____ for graduate credit.
(equivalent)

E. TRANSFER CREDIT: College Course s.h. grades (M.S.C. undergrad. work)

F. UNDERGRADUATE ACADEMIC RECORD ANALYSIS

1. Area of Major Specialization: _____ Total Semester Hours: _____

2. General Education Background: _____ strong_____ weak_____

G. ACTION ON APPLICATION

H. COMMENTS

I. SPECIAL PROGRAM RECOMMENDATIONS Rc:1) Major area

2) General Education

3) Professional Education courses

PROGRAM AMENDMENTS Date _____

RE-INSTATEMENT ACTION Date _____

10-62
JJR:rm

Montclair State College

Part-Time and Extension Division

Report to the President
Academic Year
1961 - 1962

General Statement

This report was prepared in four parts. The first typewritten section serves as a summary of the other three mimeographed sections. Each of the other three sections deals respectively with the 1961 Summer Session, the 1961 Fall semester, and the 1962 Spring semester. Specific comments related to these sections will be found on pages 6, 7 and 8 of the Summer Session report, pages 5 and 6 of the 1961 Fall semester report, and on page 6 of the 1962 Spring semester report.

Enrollment Statistics

	Summer		Fall		Spring	
	Individuals	Equated	Individuals	Equated	Individuals	Equated
1955-56	564	194	617	161	662	156
1960-61	1130	352.8	1264	285.8	1273	269.96
1961-62	1158	354.7	1300	289.5	1508	319.56
1962-63	1218	377.4	*1400		*1600	
1963-64	*1300					

The above equated figures were based on the total semester hours divided by 16 - These are figures required for budget purposes.

*Estimates

In addition to the above graduate and undergraduate students enrolled in courses offered through this Division, there were several activities sponsored for elementary and secondary school pupils. Enrollments were as follows:

	Summer 1961	Fall 1961	Spring 1962
Reading Improvement Laboratory	21	28	29
Speech Clinic	73		
Summer Theater Workshop	26		
Day Camp	212 camper-weeks		

Finances

For the academic year 1961-1962, there was a deficit of approximately $12,000. This came about primarily due to the attempt to put more of the Part-Time and Extension Division offerings on regular faculty load on a three for two basis. The deficit was overcome through the application of surplus funds. For the academic year 1962-1963, the addition of four graduate faculty members to be paid out of regular budget funds will help reduce the deficit, although one is still predicted due to the inevitable increase in enrollments and in course offerings. There will however, be no additional new programs. It is expected that surplus funds from the 1962 Summer Session will offset the predicted deficit.

Registration Procedures

A new traffic flow arrangement was worked out for registration, which resulted in more efficient registration procedures for all concerned. For the 1962 Summer Session, an advance mail registration was experimented with in four areas: Home Economics, Alcohol Education, Driver Education, and Personnel and Guidance. Due to the procedures which were initially worked out, there were relatively few difficulties. However, far too much secretarial time was consumed in relation to the number of registrants. It would appear that large-scale mail registration calls for a completely new set of procedures and specifically assigned personnel to handle these. As an illustration, the College policy of requiring signatures from each department in which a student takes courses cannot be maintained under this system of registration. A single signature would have to suffice.

G. E. D. Tests

A new system for administering these tests was worked out and apparently was quite successful. Once again, over a thousand persons were tested.

Faculty Supervision

An attempt was made to meet all new and adjunct faculty and to hold classroom visitations with as many as time permitted. All of the adjunct people who were visited with were apparently quite receptive and felt more a part of the College than before. This is a good practice and should be continued.

Intersession Workshop, June 11 through June 15.

The first annual Intersession Workshop was held on Programmed Instruction. Thirty-six school system representatives and several faculty members attended. This workshop was instituted by this office.

Personnel

Raymond C. Lewin	Acting Director
Edward J. Ambry	Director (will return from leave of absence on August 19, 1962)
Robert E. MacVane	Assistant Director
Rose Metz	Sr. Clerk Stenographer ($\frac{1}{2}$ time) ($\frac{1}{2}$ time Graduate Division)
Maxine Bullard	Sr. Clerk Stenographer
Catherine Atkinson	Sr. Clerk Stenographer
Joan Messig	Sr. Clerk Stenographer (part-Time)

Respectfully submitted,

Raymond C. Lewin
Acting Director of Field Services

RCL:mrb
8/9/62

MONTCLAIR STATE COLLEGE

PART-TIME AND EXTENSION DIVISION

REPORT AND COMPARISON OF ENROLLMENTS FOR SPRING 1962 WITH SPRING 1961

	Spring 1962	Spring 1961
INDIVIDUAL STUDENTS		
Number individual students enrolled	1508	1273
Number enrolled in Fall (1961) semester	1300	1264
Gross total enrolled for academic year 1961-62	2808	2537
Number of students appearing in both semesters	733	680
Net Total enrolled for academic year	2075	1857
On-Campus Students		
Part-Time Students (fewer than 12 s.h.)	1466	1263
Full-Time Students (12 or more s.h.)	10	10
Total On-Campus Students	1476	1273
Extension Students (exclusively Off-Campus)	32	
Total individual students enrolled	1508	1273
CLASSIFICATION OF STUDENTS ENROLLED		
Graduate Students	1378	1161
Senior-Graduates	29	21
Total taking work for graduate credit	1407	1182
Undergraduate Students	101	91
Total Graduate & Undergraduate Students	1508	1273
COURSES GIVEN		
Part-Time (On-Campus and Field Trip	84	71
Extension (Off-Campus)	1	
Total Courses given	85	71
Total sections of courses	95	73
Daytime (Regular Undergraduate college courses)	66	43

Final Report for the 1962 Spring Semester - 2

	Spring 1962	Spring 1961
REGISTRATIONS IN COURSES GIVEN (Excluding Daytime Students)		
Part-Time Courses	2131	1837
Daytime Courses (including Student Teaching)	88	72
Extension Courses	32	
Total Registrations in Courses	2251	1909
Average number courses taken per student	1.49	1.5
Average number registrations per section of courses offered (Part-Time & Ext. excluding Daytime)	23.69	26.15
SEMESTER HOURS LOAD		
Total number s.h. taken by all students	5115	4319.5
Average number s.h. taken per student	3.39	3.39
WEIGHTED ENROLLMENT (Total s.h. ÷ 16)		
Equivalent number of Full-Time students	319.56	269.96

Note: (5115 ÷ 15 = 341 5115 ÷ 14 = 365.35

SEMESTER HOURS TAKEN BY STUDENTS

Number of Students	Semester Hours	Total Semester Hours Taken
2	0*	0
1	1	1
1	1½	1½
644	2	1288
183	3	549
1	3½	3½
429	4	1716
77	5	385
124	6	744
14	7	98
10	8	80
6	9	54
2	10	20
4	11	44
5	12	60
2	13	26
1	14	14
1	15	15
1	16	16
1508		5115

*Students enrolled for Student Teaching only

DISTRIBUTION	Men	Women	Total
Graduate Students	892	515	1407
Undergraduate Students	63	38	101
Total enrolled	955	553	1508

FOREIGN STUDENTS IN THIS DIVISION OF THE COLLEGE

Homann, Helga (Austria)
Tegelius, Ann Marie (Sweden)

FINAL REGISTRATIONS (ON CAMPUS) LATE AFTERNOON, EVENING AND SATURDAY COURSES

Dept	Course No.	Name of Course	Instructor	Number of Students: Part-Time and Ext.	Number of Students: Day-time
BusEd	A101X	Introduction to Business	Mr. Sheppard	24	
BusEd	A401C	Methods Tchg Sec Studies	Dr. Collins	10	
BusEd	A501A	Research Seminar in Bus Ed	Dr. Froehlich	7	
Includes 1 student registered in BusEd A501B, Research Sem in Bus Ed					
BusEd	A520B	Imp Instr Bus Educ: Bookkeeping, Accounting, Bus Arithmetic	Dr. Freeman	24	
Educ	A201	Human Devel & Behavior I	Mr. Fuchs	35	
Educ	A201	Human Devel & Behavior I	Dr. Hauer	23	
Educ	A202	Human Devel & Behavior II	Mrs. Garland	25	2
Educ	A303	Teacher in Sch & Community	Dr. Runden	34	
Educ	A304	Prin & Tech of Sec Educ	Dr. Gorman	34	
Educ	A401	Devel of Educ Thought	Dr. Peckham	37	1
Educ	A408	Selec & Util A-V Materials	Dr. Doremus	38	
Educ	A410	Teaching Mats Workshop	Mr. Sheft	36	
Educ	A440	Camping & Outdoor Educ	Mr. Schmidt	24	
Educ	A491	Meas & Eval in Tchg & Learn	Dr. Seidman	31	
Educ	A500A	Basic Educational Trends	Dr. Rugg	37	
Educ	A500B	Adv Educational Psychology	Dr. Floyd	37	
Educ	A500C	Recent Trends Sec Sch Meth	Mr. Salt	44	
Educ	A500D	Sch Adm I: Fnct & Organ	Dr. Morehead	21	
Educ	A500D	Sch Adm I: Fnct & Organ	Mr. Hoffman	26	
Educ	A500F	Sch Adm III: Comm Rela	Dr. Atkinson	25	
Educ	A500F	Sch Adm III: Comm Rela	Mr. Willard	26	
Educ	A503	Meth & Instr of Research	Dr. Lutz	20	
Educ	A503	Meth & Instr of Research	Dr. Walter	22	
Educ	A504B	Seminar in Curr Organ	Mr. Salt	18	
Educ	A505	Org & Adm of Ex-Curr Activ	Dr. Morehead	32	
Educ	A507	School Finance	Dr. Morehead	34	
Educ	A510	Sem in Sec Adm & Superv	Dr. Peckham	21	
Educ	A521B	Psych Tests in Guid Progs	Dr. Davis	31	
Educ	A536	Educational Guidance	Miss Gallagher	27	
Educ	A536	Educational Guidance	Mr. Kenyon	30	
Educ	A539	Elem Sch Guid Services	Mr. Fuchs	53	
Educ	A548	Curr Constr Elem School	Mr. Jump	20	
Educ	A551	Prin & Tech of Guidance	Mr. Gregg	52	
Educ	A551	Prin & Tech of Guidance	Dr. Gelfond	44	
Educ	A554B	Psych & Ed Excep Children	Dr. Brower	30	
Educ	A557	Tech of Impr Reading Abil	Mr. Buchner	28	

FINAL REGISTRATIONS (ON CAMPUS) LATE AFTERNOON, EVENING AND SATURDAY CLASSES

Dept	Course No.	Name of Course	Instructor	Number of Students: Part-Time and Ext.	Number of Students: Day Time
Educ	A557	Tech of Impr Reading Abil	Mrs. Shellenberger	26	
Educ	A559	Wkshop Corr & Read Sec Sch	Mr. Buchner	6	
Educ	A560A	Lab AV Inst Mat:Non Proj	Mr. Dunavan	9	
Educ	A587	Adm & Super Guidance Progs	Mr. Gregg	10	
Educ	A602	Seminar in Guidance	Dr. Davis	27	
	Includes 3 students registered in Educ A601C-Wkshop in Educ				
	Includes 1 student registered in Educ A529A-Field Work in Guid				
Educ	A603B	Prin & Prac of Research	Dr. Lutz	13	
Eng	A401X	Tchg English in Sec School	Dr. Fulcomer	31	
Eng	A401X	Tchg English in Sec School	Dr. Bohn	27	
Eng	A516	Lang Probs Eng Curriculum	Mr. Conrad	25	
Eng	A518	Major Romantic Poets	Dr. Krauss	28	
Eng	A544A	Shakespeare (Tragedies)	Dr. Bohn	19	
Eng	A544A	Shakespeare (Tragedies)	Dr. Fulcomer	19	
Eng	A546	Modern Drama	Dr. Earley	15	
Eng	A547	Reading Interests H.S. Stud	Mr. Roth	31	
F.Arts	A408B	Painting Lab II	Dr. Wygant	9	
F.Arts	A425A	Metalwork General I	Miss Lockwood	14	
F.Arts	A445	Life Drawing	Miss Day	10	
F.Arts	A460A	Photo:Contemp Art Form I	Mr. Martens	7	
F.Arts	A474A	Arts & Crafts in Educ I	Miss Osgood	13	
F.Arts	A551	Print Making II	Mr. Vernacchia	15	
F.Arts	A561	Sculpture II: Stone & Wood	Mr. Watkins	7	
	Includes 2 students registered in F.Arts A421B-Sculpture Lab II				
Lang	A408	Intro to Language Lab	Miss Fantone	13	
Latin	A304	Latin Lit for High School	Miss Kibbe	2	6
Span	A430B	Spanish Short Story II	Dr. Rivera	14	
Geog	A414A	Adv Economic Geography	Mr. Kelland	18	
Hlth Ed	A100	Healthful Living	Mr. De Rosa	18	
Hlth Ed	A100	Healthful Living	Dr. Tews	20	1
Hlth Ed	A408	Driver Education	Dr. Coder	23	
Hlth Ed	A411	School Health Services		Cancelled	
Home Ec	A421	New Devel Cloth & Textiles	Dr. Hall	23	
Home Ec	A425	Home Ec in Elem Program	Miss Sickler	8	9
Ind Arts	A221	Wood & Crafts I	Mr. Tressler	17	
	Includes 3 students registered in I.A. A222-Wood & Crafts II				
Ind Arts	A232	Metals & Power II	Dr. Duffy	18	
Ind Arts	A302	Prin, Meth & Curr in I.A.II	Mr. Streichler	25	
Ind Arts	A313	Graphic Arts & Drawing III	Mr. Streichler	10	
Ind Arts	A431	Advanced Electronics	Dr. Duffy	10	3
Ind Arts	A502	Shop Plan & Equip Selec	Dr. Frankson	24	
Ind Arts	A504	Research & Exper I.A. Ed	Dr. Earl	18	
Math	A400	Educational Statistics	Mr. Bosman	21	
Math	A401X	Teaching Math in Sec Sch	Mr. Gouss	24	1
Math	A454	Integral Calculus	Mr. Williams	9	2
Math	A480	Elements of Logic	Dr. Maletsky	23	
Math	A507	Teaching General Math	Dr. Sobel	23	

FINAL REGISTRATIONS (ON CAMPUS) LATE AFTERNOON, EVENING AND SATURDAY CLASSES

Dept	Course No.	Name of Course	Instructor	Number of Students: Part-Time and Ext.	Number of Students: Day Time
Math	A518	Theory of Fncts Real Vars	Mr. Williams	21	
Math	A535	Prof Subject Mat:Algebra	Mr. Clifford	27	
Music	A406	Epochs in Mus Devel III		Cancelled	
Biol	A418X	Modern Biology II	Dr. McDowell Miss Cunningham	13	
Biol	A509	Fie Studies Flower Plants	Dr. Kuhnen	24	
Chem	A509	Adv Inorganic Chemistry	Dr. Garick	10	
Phys	A409	Basic Electronics	Mr. Minor	13	
SocSt	A201X	Development of the U.S.	Mr. Alloway	10	
SocSt	A401X	Tchg Soc Stud in Sec Sch	Dr. Moffatt	37	
SocSt	A447	Diplomatic Hist of U.S.	Mr. Johnson	37	
SocSt	A466	Puerto Rico & Virgin Is.	Mr. Bye	15	
SocSt	A492B	Stud in Amer Life: The West	Mr. Bye	35	
SocSt	A523	Econ of the Bus Cycle		Cancelled	
SocSt	A535X	Russia in Modern World	Mr. Cohen	40	
SocSt	A542	Africa South of the Sahara	Dr. Quintana	33	
Speech	A439C	Speech Pathology	Dr. Leight	14	2
Speech	A470	Argumentation & Debate	Mr. Moll	9	
Speech	A533	Superv of Speech Corr Prog	Mr. Kupferer	11	
Off Campus					
SocSt	E525	Workshop on Economic Educ	Dr. Gallagher	32	
				2163	27

In addition to the above, the following courses ran through from the Fall Semester. Statistics were recorded in the Fall Report, since the students involved registered for the complete course during fall registration:

Math	A603A,B,C	Wkshp on Jr. H.S. Math I,II, III	Dr. Maletsky
Math	A640	Research Seminar in Math	Dr. Pettofrezzo
Science	A505	Science Seminar Jr.&Sr.H.S.	Dr. Allen
SocSt	A600	Soc Stud Research Seminar	Dr. Royer

NOTES AND OBSERVATIONS

Enrollments continue to climb:

Spring	Individuals Enrolled	% Increase over Previous Years
1962	1,509	16%
1961	1,300	2.8
1960	1,264	11
1959	1,137	7
1958	1,064	36
1957	782	11

Class sections sizes were as follows:

Size	No. of Sections	Size	No. of Sections
1-10	17	31-40	20
11-20	23	41-50	2
21-30	31		2

Increased enrollment to 1,509 students was totally unpredicted. Although normally in the Spring there is an increase over the Fall enrollments, we were not prepared to accommodate such a drastic increase; in addition to being unpredicted, it is also extremely difficult to account for this surge. Because of the limitations of faculty, we were forced to accommodate these people in larger sized classes than might be considered educationally sound or educationally justified. This was particularly true in the Education, English and Social Studies Departments. The increase in students did, however, provide additional income, and although we created 95 sections of classes, we did have enough additional income to reduce the projected deficit from $23,000 to about $12,000 for the current fiscal year.

The addition of four graduate faculty people on the regular budget will certainly reduce the deficit financing for this division but apparently will not eliminate it for the coming academic year. A report on the assignment of faculty load follows:

	No.	%
Course sections assigned on regular load	42	47.7
Course sections assigned on overload	46	52.3
Course sections assigned to regular faculty	83	87.4
Course sections assigned to visiting faculty	12	12.6
Graduate courses on regular load basis	32	47.7

The present Part-Time and Extension staff is as follows:

Acting Director, Field Services	Raymond C. Lewin
Assistant Director, Field Services	Robert E. MacVane
Senior Clerk-Stenographer	Rose Metz (half time)
Senior Clerk-Stenographer	Maxine Bullard
Senior Clerk-Stenographer	Catherine Atkinson

Respectfully submitted

Raymond C. Lewin

RCL:mrb
8/10/62

MONTCLAIR STATE COLLEGE

GRADUATE DIVISION
PART-TIME AND EXTENSION DIVISION

REPORT AND COMPARISON OF ENROLLMENTS FOR FALL 1961 WITH FALL 1960

	FALL 1961	FALL 1960
INDIVIDUAL STUDENTS		
Number Individual Students enrolled	1300	1264
On-Campus Students:		
Part-Time Students (Fewer than 12 s.h.)	1294	1219
Full-Time Students (12 or more s.h.)	6	9
Total On-Campus Students	1300	1228
Extension Students (exclusively off-campus)		36
Total Individual Students enrolled		1264
CLASSIFICATION OF STUDENTS ENROLLED		
Graduate Students	1227	1189
Senior Graduates		2
Total taking work for Graduate Credit		1191
Undergraduate Students enrolled	73	73
Total Graduate & Undergraduate Students	1300	1264
COURSES GIVEN		
Part-Time (On-Campus and Field Trip)	88	76
Extension (Off-Campus)		1
Total Courses Given		77
Total Sections of Courses	96	81
Daytime (Regular Undergraduate College Courses including Student Teaching)	31	27
REGISTRATIONS IN COURSES (excluding Daytime Students)		
Part-Time Courses	2023	1963
Extension Courses (Off-Campus)		36
Daytime Courses	36	33
Total Registrations in all courses	2059	2032
Average number courses taken per student	1.58	1.6
Average number Registrations per section of courses offered (Part-Time & Extension, excluding Daytime)	21.45	24.7

	FALL 1961	FALL 1960
SEMESTER HOURS LOAD		
Total number semester hours taken by all students	4632	4573
Average number semester hours taken per student.	3.56	3.65
WEIGHTED SCORE - Equivalent number of full-time students enrolled		
Total semester hours divided by 16	289.5	285.8
Total semester hours divided by 15	308.8	304.8
Total semester hours divided by 14	330.85	326.6

(This information is furnished to supply figures for State Department of Education questionnaires when the divisor is different from that used at Montclair State College.)

SEMESTER HOURS TAKEN BY STUDENTS

Number of Students	Semester Hours	Total Semester Hours Taken
2	-	0
1	1½	1½
8	1	8
495	2	990
154	3	462
370	4	1480
57	5	285
162	6	972
21	7	147
14	8	112
4	9	36
4	10	40
2	11	22
3	12	36
1	13	13
1	13½	13½
1	14	14
1,300	(Total S.H. Taken)	4,632

DISTRIBUTION - (Graduate and Undergraduate - Men and Women)

Graduate Students	Men	785	Women	441	Total	1,226
Undergraduate Students	Men	51	Women	22	Total	73
	Total Students enrolled					1,300

FOREIGN STUDENTS IN THIS DIVISION OF THE COLLEGE

Homann, Helga

FINAL REGISTRATIONS

pt.	Course No.	Name of Course	Instructor	Number of Students: Part-Time and Ext.	Day-Time
s Ed	A204X	Typewriting Maths & Mats	Dr. Nanassy	10	
s Ed	A401B	Meths of Tchg Bkkp & Acct	Mrs. Houghton	10	
s Ed	A520A	Imp Instr Bus Ed:Gen Bus Sub	Mr. Sheppard	21	
s Ed	A540	Auditing	Dr. Froehlich	15	
s Ed	A542A	Adv Bus Law Cases I	Dr. Haas	Cancelled	
luc	A201	Human Dev & Behav I	Dr. Seidman	34	
luc	A202	Human Dev & Behav II	Dr. Brower	17	2
luc	A303	Teacher in Sch & Comm	Mr. Salt	26	
luc	A304	Prin & Tech Sec Educ	Mr. Fuchs	37	
luc	A401	Devel Educa Thought	Mr. Jump	43	
luc	A406	Educational Sociology	Dr. Gorman	16	
luc	A408	Selec & Util A-V Mats	Miss Fantone	20	
luc	A408	Selec & Util A-V Mats	Mr. Sheft	20	
luc	A409	Radio & Sd Equip in Clrm	Mr. Sheft	16	
luc	A451	Guid for Clrm Teacher	Mr. Gregg	21	
luc	A492	Comparative Education	Dr. Richardson	37	
luc	A500D	Sch Admin I:Fnct & Organ	Dr. Walter	30	
luc	A500F	Sch Admin III:Comm Rela	Dr. Atkinson	21	
luc	A501	Tests & Meas in Sec Educ	Dr. Walter	19	
luc	A502	Org & Admin Mod H.S.	Dr. Peckham	32	
luc	A503	Meths & Instr Research	Dr. Lutz	24	
luc	A503	Meths & Instr Research	Dr. Gorman	24	
luc	A503	Meths & Instr Research	Dr. Gorman	19	
luc	A503	Meths & Instr Research	Dr. Walter	22	
luc	A503	Meths & Instr Research	Dr. Lutz	17	
luc	A504A	Curr Constr in Sec Sch	Mr. Salt	31	
luc	A505	Org & Adm Ex-Curr Activ	Dr. Morehead	31	
luc	A506	School Law	Dr. Morehead	36	
luc	A508	Super of Instr Sec School	Dr. Peckham	20	
luc	A508	Super of Instr Sec School	Dr. Richardson	19	
luc	A520	Prin of Mental Hygiene	Dr. Brower	18	
luc	A521A	Ed & Psych Meas Guid	Dr. Seidman	37	
luc	A537	Social-Moral Guidance	Dr. Davis	48	
luc	A538	Group Guid & Couns Activ	Miss Gallagher	31	
luc	A550	Child & Adol Devel	Dr. Floyd	32	
luc	A551	Prin & Tech of Guidance	Mr. Gregg	41	
luc	A551	Prin & Tech of Guidance	Dr. Gelfond	34	
luc	A552	Jr. College Curriculum	Dr. Peckham	8	
luc	A553	Core-Curr & L-Adj Prog H.S.	Mr. Salt	26	
luc	A554A	Psych & Ed Excep Children	Dr. Hauer	42	
luc	A556	Prin Read Impr Sec School	Mr. Buchner	24	
luc	A558	Corr & Rem Read in Sec Sch	Mrs. Kutash	8	
luc	A560B	Lab Prod AV Mat: Proj AV	Mr. Dunavan	Cancelled	
luc	A588	Tech of Interview & Couns	Dr. Davis	32	
luc	A603B	Prin & Prac Research	Dr. Lutz	Cancelled	
nglish	A521	Eng Liter Social Problems	Mr. Pettegrove	21	
nglish	A525	Devel of American Novel	Dr. Fulcomer	36	

REPORT AND COMPARISON OF ENROLLMENTS FOR FALL 1961 WITH FALL 1960 - 4

Dept.	Course No.	Name of Course	Instructor	Number of Students: Part-Time and Ext.	Number of Students: Day-Time
nglish	A536	Philosophy of Great Lit	Dr. Young	25	
nglish	A546	Modern Drama	Dr. Earley	20	
nglish	A547	Read Inter H.S. Students	Mr. Roth	29	
. Arts	A408A	Painting Laboratory I	Dr. Wygant	14	1
. Arts	A408B	Painting Laboratory II	Mr. Vernacchia	6	
. Arts	A491X	Art of the 20th Cent	Mr. Vernacchia	Cancelled	
. Arts	A552	Print Making III:Woodcut	Miss Day	12	
. Arts	A561	Sculpture II:Stone & Wood	Mr. Watkins	16	
rench	A423	History of the French Lang	Mrs. Knecht	Cancelled	
erman	A402	German Grammar for Tchers	Dr. Lenel	4	
atin	A401X	Meths of Tchg Lat Sec Sch	Dr. Bock	4	
panish	A430A	Spanish Short Story I	Dr. Rivera	22	
eog	A418	Reg Geog of North America	Mr. Kelland	Cancelled	
lth Ed	A100	Healthful Living	Mr. Schmidt	19	
lth Ed	A408	Driver Education	Dr. Coder	16	
ome Ec	A409	Curr Probs Home Ec Tchg	Miss Sickler	7	3
. Arts	A112	Graph Arts & Drawing II	Mr. Streichler	14	
. Arts	A221	Wood & Crafts I	Mr. Olsen	5	
. Arts	A222	Wood & Crafts II	Mr. Olsen	6	
. Arts	A323	Wood & Crafts III	Mr. Olsen	5	
. Arts	A231	Metals & Power I	Dr. Duffy	14	2
. Arts	A301	Prin, Meth & Curr IA I	Mr. Bohsen	10	
. Arts	A505	History Ind Arts Educ	Dr. Earl	19	
. Arts	A601	Seminar IA Prob-Solving	Dr. Duffy	13	
ath	A400	Educational Statistics	Mr. Bening	14	1
ath	A407	Advanced Calculus	Dr. Pettofrezzo	18	
ath	A409	Intro Contemp Math	Dr. Sobel	23	
ath	A411	Elem of Math Thought	Dr. Sobel	27	
ath	A453	Differential Calculus	Mr. Williams	8	1
ath	A518	Theory Fcnts Real Var	Dr. Sobel	27	
ath	A523	Theory of Probability	Mr. Clifford	22	
ath	A528	Math Mats for Stud Activ	Mr. Struyk	24	
ath	A532	Projective Geometry	Dr. Meserve	9	
ath	A602A	Workshop on Contemp Math I	Dr. Sobel	27	
ath	A603A	Workshop on Jr. H.S. Math I	Miss Cotter	10	
ath	A603B	Workshop Jr. H.S. Math II	Miss Cotter	10	
ath	A603C	Workshop Jr. H.S. Math III	Miss Cotter	10	
ath	A603A	Workshop Jr. H.S. Math I	Dr. Sobel	27	
ath	A603B	Workshop Jr. H.S. Math II	Dr. Sobel	27	
ath	A603C	Workshop Jr. H.S. Math III	Dr. Sobel	27	
ath	A640	Research Seminar in Math	Dr. Pettofrezzo	15	
usic	A407	Devel of the Opera	Mr. Kahn	Cancelled	
PhysEd	A100EX	Fundamentals of Gym I	Mrs. Sommer	9	
iology	A417	Modern Biology I	Dr. McDowell Miss Cunningham	22	
Physics	A402	Magnetism & Electricity	Dr. Smith	23	
cience	A401X	Tchg Science in Sec Sch	Mr. Fisher	27	
cience	A409	Sr. H.S. Phys Sci Dem	Mr. Placek	20	
cience	A505	Sci Sem Jr. & Sr. H.S.	Dr. Allen	15	

REPORT AND COMPARISON OF ENROLLMENTS FOR FALL 1961 WITH FALL 1960 - 5

pt.	Course No.	Name of Course	Instructor	Number of Students Part-Time and Ext.	Day Time
cSt	A417	Seminar in Amer Govt	Mr. Alloway Dr. Royer	Cancelled	
cSt	A441	Economic Hist of Europe	Dr. Barker	16	
cSt	A492A	Stud in Amer Life-East	Mr. Bye	25	
cSt	A515	History of Polit Thought	Dr. Mason	13	
cSt	A517	Money & Banking	Dr. Rellahan	15	
cSt	A518	Rec Trends Amer History	Mr. Alloway	32	
cSt	A540	Living Races: Company of Man	Dr. Quintana	26	
cSt	A600	Social Stud Research Sem	Dr. Royer	10	
eech	A417X	Meths Tchg Speech & Dram	Mr. Ballare	11	
eech	A438	Creative Dramatics	Mr. Fanelli	Cancelled	
eech	A466	Sp Dev, Imp & Re-Educ	Miss Kauffman	12	2
eech	A550	Adv Stud Voice & Sp Prod	Dr. Scholl	16	

NOTES AND OBSERVATIONS

. Enrollments continue to climb:

Fall	Individuals Enrolled	% Increase over Previous Years
1961	1,300	2.8%
1960	1,264	11%
1959	1,137	7%
1958	1,064	36%
1957	782	11%
1956	702	

The above chart represents an increase of 85% in individual enrollments in five yea

The 1,300 students enrolled in this semester represents the largest enrollment ever experienced in the Part-Time and Extension Division during the regular academic year. Th ,300 students were registered in 127 different courses for a total registration figure of 2,023.

2. Class sizes were as follows: (Including daytime students)

Size	Number of Sections
1 -- 10	16
11 -- 20	34
21 -- 30	28
31 -- 40	14
41 -- 50	4
over 50	--

e average number of registrations per section was 21.45.

e Fall 1961 enrollment increase over the previous Fall is relatively slight. Although have no statistical proof of this fact, we suspect that there has been a decline in e number of new certification students enrolling in the evening division. The leveling f of enrollment can also be attributed to our inability to broaden programs, since we e bound by the stipulation that the Part-Time and Extension Division be self-supporting. rther, the addition of regular full-time faculty members budgeted for in the Part-Time d Extension Division simply means that we must rule out courses which will not reach reasonable enrollment. If increased enrollment comes our way during succeeding semes- rs, it will probably be due to great cost of graduate work at the private colleges d, under existing conditions, will force upon us larger classes. We are also beginning be hampered by the two-credit Master's Degree program in competition with other pri- te and state institutions offering a three-credit arrangement.

Eight full-time faculty members are charged to the Part-Time and Extension Division. is enables the College to assign courses taught in this Division to faculty as a part of eir regular load. A report on this arrangement follows:

	No.	%
Course sections assigned on regular load	46	48
Course sections assigned on overload	50	52
Course sections assigned to regular faculty	85	88.5
Course sections assigned to visiting faculty	11	11.5
Graduate courses on regular load basis	36	47

As nearly as we can anticipate, the current operating budget will leave us with a ojected deficit of approximately $23,000 (an operating deficit which was predicted by . Ambry in his report following the 1961 Summer Session).

There are three courses open to us:

1. State support for the Evening Program, or
2. An increase in tuition, or
3. Elimination of those programs which have no prospect of being self-supporting.

Mr. Robert MacVane has been employed as Assistant Director of Field Services. The present Part-Time and Extension staff is as follows:

Acting Director, Field Services	Raymond C. Lewin
Assistant Director, Field Services	Robert E. MacVane
Senior Clerk-Stenographer	Rose Metz (half time)
Senior Clerk-Stenographer	Maxine Bullard
Senior Clerk-Stenographer	Catherine Atkinson

Respectfully submitted

Raymond C. Lewin

CL:mrb
13/62

MONTCLAIR STATE COLLEGE

PART-TIME AND EXTENSION DIVISION

REPORT AND COMPARISON OF ENROLLMENTS FOR SUMMER 1961 WITH SUMMER 1960

	SUMMER 1961	SUMMER 1960
DIVIDUAL STUDENTS		
Number enrolled in on-campus courses	1,153	1,126
Number enrolled in off-campus courses	0	0
M.S.C. Undergraduates in Special Music ($\frac{1}{2}$ cr.)	5	4
Total enrolled in Summer Session	1,158	1,130
ASSIFICATION OF STUDENTS ENROLLED		
Graduate Students	782	773
Undergraduate Students (1961 - 256 M.S.C. Undergraduates)	376	357
Total Students	1,158	1,130
URSES GIVEN		
On-Campus	98	116
Off-Campus (Special Music Courses $\frac{1}{2}$ cr.)	5	4
Total courses given	103	120
Total sections of courses	108	132
GISTRATIONS IN COURSES GIVEN		
Summer Session Courses	2,403	2,366
Special Music Courses ($\frac{1}{2}$ cr.)	5	4
Total	2,408	2,370
Average number of courses taken per student	2.08	2.10
Average number registrations per section of courses offered	22.3	17.9
MESTER-HOURS LOAD		
Total number semester-hours taken by students	5,675$\frac{1}{2}$	5,645$\frac{1}{2}$
Average number of semester-hours taken per student	4.9	5.0

REPORT AND COMPARISON OF ENROLLMENTS FOR SUMMER 1961 WITH SUMMER 1960 - 2

HTED SCORE - (Total semester hours ÷ 16)

quivalent number of full-time students enrolled 354.7 352.8

(Note: $5,675\frac{1}{2} \div 15 = 378.3$ $5,675\frac{1}{2} \div 14 = 405.4$)

STER HOURS TAKEN BY STUDENTS

Number of Students	Semester Hours	Semester-Hours Taken
2	$\frac{1}{2}$	1
3	1	3
149	2	298
142	3	426
198	4	792
115	5	575
364	6	2184
88	7	616
1	$7\frac{1}{2}$	$7\frac{1}{2}$
92	8	736
3	9	27
1	10	10
1,158		$5,675\frac{1}{2}$

RIBUTION:

	Men	Women	Total
raduate Students	444	338	782
ndergraduate Students	177	199	376
Total	621	537	1,158

IGN STUDENTS IN THIS DIVISION OF THE COLLEGE

Koumoulides, John A. (Greece)
Xuan An, Tran Thi (Vietnam)

REPORT AND COMPARISON OF ENROLLMENTS FOR SUMMER 1961 WITH SUMMER 1960 - 3

FINAL REGISTRATIONS

ept.	Course No.	Name of Course	Instructor	Number of Students
s. Ed.	S103	Typewriting I	Dr. Haas	Cancelled
s. Ed.	S201	Accounting I	Dr. Froehlich	Cancelled
s. Ed.	S404	Business Economics	Dr. Froehlich	Cancelled
s. Ed.	S421	Finance & Invest for Families	Mr. Sheppard	9
s. Ed.	S502	Prin & Probs of Business Educ	Mr. Sheppard	6
s. Ed.	S518	Advertising II	Mr. Sheppard	Cancelled
ucation	S201	Human Dev & Behav I, Sec I	Mr. Harmon	41
ucation	S201	Human Dev & Behav I, Sec II	Mr. Harmon	39
ucation	S202	Human Dev & Behav II	Dr. Gelfond	14
ucation	S303	Teacher in School & Community	Dr. Runden	35
ucation	S303	Teacher in School & Community	Dr. Runden	35
ucation	S304	Principles & Tech of Sec Educ	Mr. Lewin	38
ucation	S401	Develop of Educational Thought	Mr. Lewin	40
ucation	S401	Develop of Educational Thought	Mr. Kops	33
ucation	S406	Educational Sociology	Mr. Kops	38
ucation	S407A	TV in Ed Wkshop: Prog & Prod	Miss Fantone	Cancelled
ucation	S409	Radio & Sound Equip in the Clrm	Mr. Sheft	26
ucation	S451X	Guidance for Clrm Teacher	Dr. Atkinson	1
ucation	S452	Psych & Educ of the Handicapped	Dr. Brower	19
ucation	S500A	Basic Educational Trends	Dr. Peckham	31
ucation	S500C	Recent Trends Sec Sch Methods	Mr. Salt	34
ucation	S500D	Sch Admin I: Fnct & Organ	Dr. Morehead	19
ucation	S500F	Sch Admin III: Community Rela.	Dr. Atkinson	13
ucation	S501	Tests & Measurements in Sec Educ	Mr. Sheppard	26
ucation	S502	Organ & Admin of Modern High Sch	Dr. Peckham	12
ucation	S503	Methods & Instr of Research	Dr. Walter	21
ucation	S503	Methods & Instr of Research	Dr. Peckham	22
ucation	S504A	Curriculum Constr in Sec School	Mr. Salt	23
ucation	S505	Organ & Admin Ex-Curr Activities	Dr. Morehead	39
ucation	S507	School Finance	Dr. Morehead	15
ucation	S508	Superv of Instruction in Sec Sch	Dr. Atkinson	34
ucation	S520	Principles of Mental Hygiene	Dr. Gelfond	36
ucation	S535	Vocational Guidance	Mr. King	17
ucation	S536	Educational Guidance	Mr. King	35
ucation	S550	Child & Adolescent Development	Dr. Walter	13
ucation	S539	Elem School Guidance Services	Dr. Davis	17
ucation	S551	Prin & Tech of Guidance	Mr. King	36
ucation	S551	Prin & Tech of Guidance	Dr. Atkinson	35
ucation	S553	Core-Curr & L-Adj Prog in H.S.	Mr. Salt	18
ucation	S554A	Psych & Educ Excep Children	Dr. Brower	24
ucation	S556	Prin Read Improvement in Sec Sch	Mr. Buchner	24
ucation	S558	Corr & Remed Read in Sec Sch	Mr. Buchner	11
ucation	S560A	Lab A-V Instr Mat: Non-Proj	Dr. Duffy	Cancelled

REPORT AND COMPARISON OF ENROLLMENTS FOR SUMMER 1961 WITH SUMMER 1960 - 4

FINAL REGISTRATIONS

pt.	Course No.	Name of Course	Instructor	Number of Students
ucation	S601C	Wkshop in Educ: Understanding Youth	Dr. Davis	1
lucation	S602	Seminar in Guidance	Dr. Davis	11
lucation	S603B	Prin & Prac of Research	Dr. Walter	3
nglish	S100B	World Literature II	Dr. Fulcomer	1
nglish	S100C	Fundamentals of Writing	Dr. Young	29
nglish	S100G	Western World Literature	Dr. Fulcomer	36
nglish	S202	American Literature, II	Mr. Conrad	28
nglish	S401X	Teaching English in Sec Sch	Dr. Fulcomer	33
nglish	S505	Philos & British Poetry 19th cent.	Dr. Young	17
nglish	S530	Dante & Influence in Eng & Amer	Dr. Krauss	17
nglish	S534	Medieval Epic, Saga & Romance	Dr. Krauss	17
nglish	S535	Eighteenth Cent. Literature	Dr. Krauss	15
nglish	S543	Contemp American Literature	Mr. Conrad	33
nglish	S544B	Shakespeare (Comedies)	Dr. Bohn	Cancelled
ine Arts	S302	Foundations of Art Education	Mr. Vernacchia	12
ine Arts	S403A	Print Making I	Mr. Vernacchia	14
ine Arts	S403B	Print Making II	Mr. Vernacchia	5
ine Arts	S408A	Painting Lab I	Dr. Wygant	12
ine Arts	S408B	Painting Lab II	Dr. Wygant	3
ine Arts	S491X	Art of the 20th Century	Mr. Vernacchia	15
atin	S406	Field Studies in Roman Civil	Dr. Bock	12
eography	S414A	Advanced Economic Geography	Mr. Kelland	17
eography	S419X	Geography of the Soviet Union	Mr. Kelland	10
ome Ec.	S423	Seminar in Superv Home Economics	Mrs. Bieber	Cancelled
ome Ec.	S424	Wkshop in Home Ec Educ	Dr. Hall, Miss Reiff	14
nd. Arts	S201A	Wood & Crafts I	Mr. Tressler	2
nd. Arts	S201B	Wood & Crafts II	Mr. Tressler	3
nd. Arts	S202B	Metals & Power II	Mr. Streichler	1
nd. Arts	S401	Comp General Shop, Jr. H.S.	Mr. Tressler	2
nd. Arts	S401	Comp General Shop Jr. H. S.	Mr. Streichler	6
nd. Arts	S402	Comp General Shop Senior H.S.	Mr. Tressler	7
nd. Arts	S402	Comp General Shop Senior H.S.	Mr. Streichler	10
nd. Arts	S501	Curr Constr & Course Org in I.A.Ed	Dr. Frankson	20
nd. Arts	S502	Shop Plan & Equip Selec in I.A. Ed	Dr. Earl	15
athematics	S300	Social Uses of Math	Mr. Humphreys	23
athematics	S300	Social Uses of Math	Mr. Humphreys	28
athematics	S310	Introduction to Mathematics	Mr. Gouss	Cancelled
athematics	S400	Educational Statistics	Mr. Humphreys	29
athematics	S400	Educational Statistics	Mr. Gouss	33
athematics	S401X	Teaching Math in Sec School	Mr. Gouss	11
athematics	S405	History of Mathematics	Mrs. Howden	19
athematics	S415	Differential Equations	Mrs. Howden	12
athematics	S504	Modern Algebra	Dr. Schumaker	12
athematics	S524	Stat Inference & Sampling Theory	Dr. Pettofrezzo	Cancelled

REPORT AND COMPARISON OF ENROLLMENTS FOR SUMMER 1961 WITH SUMMER 1960

FINAL REGISTRATIONS

pt.	Course No.	Name of Course	Instructor	Number of Students
thematics	S529	Curr Construction in Math	Dr. Maletsky	20
thematics	S551	Mathematics of Social Sciences	Mrs. Howden	14
thematics	S102	Mathematic Analysis II	Dr. Pettofrezzo	28
thematics	S407	Advanced Calculus	Dr. Schumaker	30
thematics	S409	Intro to Contemp Math	Mr. Clifford	33
thematics	S503	Foundations of Algebra	Dr. Maletsky	23
thematics	S508	Foundations of Geometry	Dr. Meserve	20
thematics	S602A	Wkshop on Contemp Math, Sec I	Mr. Clifford	51
thematics	S602A	Wkshop on Contemp Math, Sec II	Dr. Sobel	30
thematics	S602B	Wkshop on Contemp Math II	Dr. Sobel	30
thematics	S603A	Wkshop on Junior H.S. Math	Miss Hill	31
sic	S100	Music Appreciation	Mr. Hayton	19
alth Ed	S100	Healthful Living	Dr. Wacker	38
alth Ed	S408	Driver Education Pre-Summer	Dr. Coder	25
alth Ed	S408	Driver Education Post-Summer	Dr. Coder	23
alth Ed	S411	School Health Services	Dr. Tews	9
alth Ed	S412	Alcohol Education Wkshop	Dr. Tews	39
ys Educa.	S202	History & Prin of Phys Educ	Dr. Wacker	13
ology	S407	Comparative Embryology		Cancelled
emistry	S408B	Industrial Chemistry II	Dr. Gawley	Cancelled
ysics	S407	Aviation	Mr. Placek	Cancelled
ysics	S410	Meterology	Mr. Minor	28
ysics	S411B	Photography II	Dr. Smith	Cancelled
ysics	S512	Modern Physics	Dr. Smith	10
ysics	S415	Modern Physics	Dr. Smith	1
ience	S100C	The Earth Sciences	Mr. Kelland	24
ience	S401X	Teaching Science in Sec School	Dr. Gawley	24
ience	S413	Field Studies Sci: Physical	Mr. Minor	9
ience	S418	Three Cents of Science Progress	Dr. Gawley	35
ience	S422	Consumer Science	Mr. Becker	Cancelled
c Stud	S200A	Contemp American Life	Mr. Cohen	16
c Stud	S401X	Teaching Soc Stud in Sec School	Drs. Moffatt-Fincher	21
c Stud	S419	American Political Biography	Dr. Moffatt	35
c Stud	S434	Contemp World Affairs	Dr. Fincher	35
c Stud	S450A	Modern Econ Problems & Policies	Dr. Rellahan	25
c Stud	S451	The Middle East	Mr. Cohen	33
c Stud	S469	Mexico	Mr. Bye	10
c Stud	S487	Fie Stud in Arts: Eur Civil	Mr. Kahn	Cancelled
c Stud	S488	Hawaii	Mr. Bye	5
eech	S100D	Fundamentals of Speech	Mr. Moll	15
eech	S104	Introducation to Phonetics	Dr. Leight	1
eech	S105A	Introducation to Dramatics Prod I	Dr. Fox	2
eech	S105B	Introduction to Dramatics Prod II	Dr. Fox	2

REPORT AND COMPARISON OF ENROLLMENTS FOR SUMMER 1961 WITH SUMMER 1960 - 6

FINAL REGISTRATIONS

Dept.	Course No.	Name of Course	Instructor	Number of Students
Speech	S106	Intro to Oral Interpretation	Mr. Ballare	Cancelled
Speech	S437A	Dramatic Production Workshop I	Dr. McElroy	9
Speech	S437B	Dramatic Production Workshop II	Dr. McElroy	10
Speech	S439A	Phonetics	Dr. Leight	10
Speech	S439AX	Phonetics	Dr. Leight	1
Speech	S439D	Practicum in Speech Correction	Mrs. Hubschmann	11
Speech	S439E	Adv. Pract in Speech Corr.	Mrs. Hubschmann	8
Speech	S439F	Voice Disorders	Mrs. Hubschmann	Cancelled
Speech	S468	Measurement of Hearing	Dr. Scholl	16
Speech	S532	Practicum in Speech Rehab	Dr. Scholl	5
Speech	S535	Seminar in Sp & Lang Rehab	Dr. Leight Mrs. Hubschmann	4
Speech	S567	Seminar in Dramatic Production	Dr. Fox	5
Music	S201A	Secondary Piano	Mr. Hayton	1
Music	S203A	Primary Voice III	Mr. Wilkes	1
Music	S204	Primary Piano IV	Mr. Hayton	1
Music	S303	Primary Flute V	Mr. Quinlan	1
Music	S303A	Primary Trombone V	Mr. Tode	1
	Total Registrations			~~1,158~~ 2.408

NOTES AND OBSERVATIONS

It was evident that some departments had planned too many courses for the potential number of students. As a result, eighteen courses had to be cancelled. In addition, twenty-six courses were carried with enrollments less than ten students. It was possible to operate the latter courses by subsidizing the summer session budget from sources such as the Speech Clinic and the Reading Improvement Laboratory, or by combining courses. Enrollment in some courses was allowed to reach thirty-five and forty in order to balance out courses which enrolled ten to twenty students. The average class section size was 22.3. If an average of 22 or 23 students can be maintained, it is possible to meet operating expenses.

The operating budget for the fiscal year 1961-62 provides for an expenditure of $186,306.00. An estimated income of $195,000 was anticipated when the budget was planned in October 1960. A revised estimate of income based upon actual receipts from the 1961 summer session and anticipated income from the fall 1961 and spring 1962 programs is $175,500. We can anticipate a deficit in this operating year, and will plan to meet this deficit from tuition funds now in reserve or from the 02 account.

NOTES AND OBSERVATIONS (CONT.)

- A review of enrollment figures since 1955 reveals the following increases:

Summer	Individuals Enrolled	Number of Increase over previous years	% of Increase over previous years
1961	1,158		
1960	1,126	190	20.3
1959	936	226	32.25
1958	710	57	8.73
1957	653	74	12.78
1956	579	15	2.66
1955	564		

- One hundred of the students enrolled were from out-of-state. Seven hundred and eighty-two were graduate students (students holding a bachelor's degree) and three hundred and seventy six were undergraduates. A total of two hundred and fifty six Montclair undergraduates attended the summer session. One hundred and fifty six students indicated on their registration forms that they were seeking certification courses. Residents from all New Jersey counties except Cape May and Gloucester were enrolled. The counties best represented were as follows:

Essex	316	Hudson	86
Bergen	259	Union	65
Passaic	182	Morris	61

- The summer session youth activities had the following enrollments:

Day Camp		
	First week	33
	Second week	23
	Third week	44
	Fourth week	37
	Fifth week	36
	Sixth week	35
Speech Clinic		73
Dramatic Production Workshop		26
Reading Laboratory		20

All of these programs were successful and showed an increased enrollment when compared with 1960. The following recommendations are offered:

a. These activities should be expanded.
b. Budgets should be submitted to the Director of the summer session early in the fall each year. All expenditures should be approved by the Director before being submitted to the Business Office for payment.
c. More adequate supervision of youngsters living in college dormitories must be provided.
d. A coordinated promotion program should be developed.
e. Before the end of the summer session, lists of participants showing fees collected must be presented to the Director of the summer session. These lists should be prepared in quadruplicate on official tuition roll forms. Forms will be furnished by the Business Office. The heading "Tuition" should be changed to "Fees Collected".

NOTES AND OBSERVATIONS (CONT.)

The Parent-Teacher Workshop enrolled approximately twenty participants this summer. An excellent program was planned. Some attempt should be made to have students enrolled in Education Department courses participate in this workshop. It would be a valuable experience for students enrolled in certification courses to meet the workshop participants and to attend workshop sessions.

One faculty meeting was held. It is recommended that two or possibly three meetings be held next summer. These meetings could be used to speed up communications, and distribute class lists and other notices. To rely upon inter-office mail is a process which is too slow for a six-week session.

Scheduling of summer session courses. As the number of students and course offerings increase, it is difficult to schedule all courses between the hours 8:30 a.m. and 12:30 p.m. In addition, the courses with three semester hour value do not fit into the pattern of scheduling used in past years. This year it was recommended to Department Chairmen that most three semester-hour courses be scheduled at 8:05 or 11:30 a.m. and that the hours 9:30 and 10:30 a.m. be reserved for two semester-hour courses. This appears to be a good arrangement and is recommended for all departments for 1961. The following recommendations deal with scheduling problems:

a. three semester-hour courses should be scheduled at 8:05 and at 11:30 a.m.

b. all methods (Department 401X) courses should be scheduled at the same hour since they do not conflict with each other. They should not be scheduled at the 8:05 or 11:30 a.m. hours (9:30 or 10:30 is recommended). This will provide an opportunity for certification students to schedule full eight-point programs, if they wish.

c. Care should be taken to spread out undergraduate courses so that a full program may be scheduled for M.S.C. sophomores, juniors and seniors. The 9:30 hour in the 1961 program did not offer enough variety for an adequate undergraduate program.

d. Industrial Arts Department, Fine Arts Department and other departments offering laboratory courses should provide for the same clock hour limits established for courses offered during the academic year.

I wish to express my sincere thanks to all who made the summer session a success. During the past few years we have been moving in the direction of considering the summer session a more integral part of the total college operation. As we continue to move in this direction, it is evident that all major college activities carried on by various departments and administrative offices must be continued throughout the summer months. It is no longer feasible to transfer responsibilities to the summer session office but imperative to work out plans for decentralization of responsibilities and continuation of the regular functions of respective college departments and offices.

Respectfully submitted

Director of Field Services and
Summer Session

EJA:mrb
8/17/61

MONTCLAIR STATE COLLEGE
Placement Office
1960-1962

The attached report and statistical data summarize the work of the Placement Office for the two twelve month periods from October 1, 1960 to September 30, 1961 and from October 1, 1961 to September 30, 1962.

ACTIVITIES AND DEVELOPMENTS

During these two years the Placement Office has been able to implement some of the practices and policies for which planning had previously taken place. The period immediately following the filling of the position of Director of Student-Teaching and Placement in August, 1958 was devoted to an analysis of responsibilities, resources and difficulties. During 1960-1962 new policies and practices have been established.

(1) The system of credentials has been revised. After consultation with all department chairmen a new format was devised. Major changes include consolidation of data, the addition of references from faculty, provision for student-teaching evaluations, and clarification of terminology.

Credentials have also been made more usable. Prior to 1958 it was customary to prepare credentials in the summer after students had graduated. They are now typed before the employing season so that they are available for administrators who are seeking candidates. This has been accomplished in two ways: by employing a part-time typist during the winter months and by requiring students themselves to type the non-confidential parts of the credentials.

(2) The job solicitation program has been strengthened. Until the winter of 1959 apparently the office depended primarily upon inquiries initiated by administrators. At present a list of seniors available for September positions is mimeographed; this list includes names, addresses, home telephone numbers and student-teaching assignments and is sent in January to each school superintendent of a system with a secondary school. We have had much favorable comment from administrators about this service.

(3) Provision has been made for campus interviews during the student-teaching program. Prior to 1959, the office was unable to make provision for campus interviews after students had left the campus for student teaching. Beginning in the spring of 1960, one day was set aside for students to return to the campus to be interviewed by school administrators. This program has developed dramatically. In the spring of 1960, fewer than ten administrators came to the campus; in 1961 approximately twenty-five administrators from fifteen school systems conducted interviews; in 1962 approximately seventy-five administrators from forty school systems conducted over five hundred interviews during the campus visitation day with approximately 225 seniors. This program has resulted in effective job placement; in 1961 twenty-three students stated they had obtained positions on this day; in 1962 approximately 115 seniors secured positions through initial contacts made at these interviews.

WESTFIELD STATE COLLEGE
Placement Office
1964-1965

The attached report and statistical data constitute the work of the Placement Office for the 1964-1965 school year (August 1, 1964 to September 30, 1965 and from October 1, 1965 to November 30, 1965.

ACTIVITIES AND ACCOMPLISHMENTS

During these two years the Placement Office has been able to implement some of the practices and policies for which planning has previously been made. The period immediately following the retirement of the president of Student-Teaching and Placement is longer, this was necessary in the shifting of responsibilities, procedures and attitudes. Some difficulties and problems have been encountered.

(1) The system of accountability has been improved. Office procedures are all documented (written) in the Placement Office Manual. Major changes include consolidation of data, the addition of recommendations from faculty, particularly student-teaching evaluations, and clarification of responsibility.

Credentials have also been much more useful. Prior to 1963 it was necessary to prepare credentials in the manner often attributed to the previous. They are now typed before the applicant leaves, so that they may initiate the administrators who are sending credentials. This has been accomplished in two ways: by employing a part-time typist during the rush and by requiring the students themselves to type the recommendations which of the credentials.

(2) The job availability program has been strengthened. Until the winter of 1963 apparently the office depended primarily upon requisitions initiated by administrators. It received a list of positions available from Boston University, which lists Eastern states. Although, there existence because and student-teaching assignments and is part in existence is most annual experience. Number of a review with a secretary attend. We have had much favorable comment from administrators about this service.

(3) Procedures are been made for regular interviews during the principal teaching program. From 1963 the office has spoken at each orientation for campus interviews after students had left the campus for student teaching. The pledged in the spring of 1964, was not so well attended as previous to return to the campus to be interviewed by school administrators. This program has proved beneficial. In the spring of 1965, fewer from the participating had to the campus; in 1965 approximately twenty-five administrators from Eastern school systems conducted interviews; in 1964 approximately seventy-six administrators from forty school systems conducted one-to-five hundred interviews during the course visitations had with approximately 112 students. This program has resulted in effective job placement; in 1965 twenty-seven students signed had contracted positions on this day; in 1964 approximately 131 students secured positions through initial contacts made at these interviews.

(4) An attempt has been made to carry the work of the office from the campus. Starting in 1959 the director has attended the NJEA convention each fall in an official capacity and has maintained office hours at the convention for the purpose of discussing job openings with qualified alumni. Each year this project is publicized in the alumni bulletin. Because results have not been encouraging and few alumni have availed themselves of this service, it is planned to consolidate this program in the future with the headquarters maintained by the Alumni Office.

(5) Attempts have been made to assist students in their job-seeking campaigns. On the basis of student requests and comments from employers, a need apparently exists to help students with such details as letter writing and job interviewing. During the mid-term student-teaching conference in 1961 provision was made for group sessions on both these topics. The help of college faculty and school administrators was secured. Also, during the school year, 1960-61, a series of scheduled meetings on the techniques of letter writing was conducted through the cooperation of Mr. Stapay, who volunteered his services. Approximately one-half of the senior class attended these sessions.

(6) Policies have been clarified. Prior to 1959 it was apparently the policy of the Placement Office to make job information available to any person who inquired. Beginning in the spring of 1959, this policy was changed to make job openings available only to persons who had previously registered with the Placement Office. This policy was made necessary for three reasons--to protect positions for Montclair prepared persons, to enable the office to offer some assurance to administrators of the capabilities of the persons who applied through the College, and to make possible expanded services in preparing and distributing credentials with limited secretarial help.

Guide lines were also established to define eligibility for registration, which had not previously existed. At present a person may register only after the successful completion of a minimum of twelve semester hours at Montclair or of the student-teaching program. In addition, the procedure of posting job notices on the bulletin boards has been discontinued, and such information is now made available only to properly registered persons through written or oral communication.

(7) Ties have been strengthened with professional organizations. The college maintains contact with two professional organizations. Institutional membership has been continued in the National Institutional Teachers Placement Association, which provides important services for this office. The director annually attends a meeting sponsored by NITPA, at the national meeting of the American Association of School Administrators. It would be highly desirable if this relationship could be strengthened; specifically, the director should attend each annual meeting of this organization. The director also attends the semi-annual meetings of the College-Federal Agencies Council for the Middle-Atlantic Region. The purpose of this Council is to strengthen cooperation between colleges and departments of the Federal government in hiring procedures.

(8) Office space has been secured. In the fall of 1961 the office was moved into separate quarters from its previous location in the Education Department Office. Although the present space is totally inadequate for the demands

of the office this move presented a major improvement and has contributed materially to the efficiency and morale of the staff.

EVALUATION

Any evaluation of the work of the Placement Office is difficult to ascertain objectively, since the only real criterion of success is the extent to which students and administrators are assisted in finding mutually agreeable applicants and positions. Certain evidence suggests, however, that work is progressing satisfactorily. Administrators seem to appreciate our services as indicated through letters, personal comments, and the large number of job listings which are annually posted with us. The time lag in the office is diminishing between notices of job openings and action taken in attempting to fill them. Approximately 85% of all seniors who secured positions in 1961 and 1962 reported initial contact from information supplied by the Placement Office.

RECOMMENDATIONS

1. The Placement Office urgently needs to strengthen services to teaching alumni. We are registering far too many of our less competent alumni and far too few of those alumni who through experience, preparation and personal qualifications are ready to assume administrative or top level teaching duties. While some tentative attempts have been made to strengthen this service the pressures of immediate undergraduate needs, the lack of necessary assistance and space, and the absence of any tradition of use of the Placement Office by alumni have resulted in negligible achievements. Such service requires more individual attention than does placement of graduating seniors.

2. We should begin to develop a program of service to those alumni who through interest, experience, or talent seem better suited to the business world than to teaching. We are committed to assist our seniors in securing teaching positions because of their obligation to New Jersey. Alumni have discharged this legal obligation, however. To strengthen this phase of our operation will require more intensive exploration by the office of non-teaching job openings.

3. The office needs to continue to strengthen and clarify its relationships with all departments on the campus. Although much progress has been made, some faculty still seem to consider placement as an activity allied primarily with the Education Department; consequently the office is sometimes by-passed by staff members who especially enjoy placement work who, quite innocently, do not comprehend the need to coordinate activities.

4. Much remains to be done in student counseling. Job getting techniques, skills in letter writing and interviewing need to be emphasized. Students need help in perceiving job opportunities in geographic areas which have not hitherto been favorably considered.

5. Additional clerical and professional help is urgently needed. Within four years the work load has almost doubled. The office needs a full-time professional assistant to whom undergraduate placement could be delegated, thus leaving graduate placement and student-teaching to the Director. An additional full-time secretary should be employed.

6. Serious consideration should be given immediately to the possible advantages of adapting data processing services and/or other automatic devices to the work of the office.

7. Office equipment is urgently needed. Highest priority should be given to a copying machine such as Verifax. A more effective means should also be found to reproduce academic records for the student credentials rather than relying upon a photo-stat machine which is no longer operable and student help which is often unpredictable. The purpose of such equipment is to allow the office to give speedy and efficient service to administrators and registrants.

SUMMARY

During the past two years the director feels that progress has been made in establishing the identity of the office, clarifying administrative responsibilities, organizing an efficient internal operation, improving procedures, expanding services, and securing cooperation with the departments with whom this office operates on both a staff and service level.

With provision now anticipated for adequate physical space, with an expanded clerical staff, with more adequate office equipment, it can confidently be expected that this forward progress will continue.

Respectfully submitted,

Norman Lange

Norman Lange, Director
Student-Teaching and Placement

NL/pah
4/63

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MONTCLAIR STATE COLLEGE
Placement Office
Statistical Report, 1961-62

The attached data summarize job placement information for members of the class of 1962. The report covers the twelve-month period from October 1, 1961 to September 30, 1962.

Senior Placement

Four hundred fifty-one students who were graduated in June and August, 1962, completed student-teaching. Of this number 78 did not accept teaching positions in New Jersey, including eight students who were still actively seeking positions on September 30, 1962. For two others information could not be obtained. (See Table 1.)

Of the 373 seniors who accepted teaching positions, only 13 (3 per cent) had located in self-contained elementary school classrooms on provisional certification, seventy-eight (21 per cent) and fifty-two (14 per cent) had taken positions in their subject specialities in junior high schools and elementary schools respectively, 225 (60 per cent) were teaching in senior high schools. Eighty-three per cent of the class entered teaching.

The percentage of students who accepted positions in elementary, junior, and senior high school varied by department. In those departments for which certification is available in grades 7-12 only, percentages in senior high acceptances range from a high of 95% in Business Education to 57% in Social Studies. A sizeable number of students in the latter department also took positions in elementary schools on a provisional certificate. Among departments in which certification is available in grades K-12 considerable numbers of students took positions in elementary grades, the percentage ranging from a high of 80% in Music to a low of 21% in women's physical education (See Table 2.)

Bergen County led in number of placements with 90 (24 per cent) followed by Essex with 69 (19 per cent), Passaic with 48 (13 per cent), Union with 47 (13 per cent), Morris with 42 (11 per cent). These five counties accounted for 296 (80 per cent) of the total of 373. One or more students had accepted positions in each county except Atlantic, Camden, Cape May, Cumberland, Hunterdon, and Salem.

Job Vacancies

During the year a total of 2,553 New Jersey positions were listed with the Placement Office. Of this number 2,022 were listed in senior and junior high schools and departmentalized upper grades in elementary schools for which our students are certified. Listed also were 531 positions in elementary self-contained classrooms.

The largest number of job openings were received in English, Science, and Mathematics. In these three areas, combinations of subjects were also frequently requested, especially English combined with Social Studies, and Science combined with Mathematics. A language combination of French and Spanish was also frequently requested. All combination listings totalled 281 (approximately

14% of the total of 2,022) of which the combinations previously noted comprised 173. (See Table 3.)

The largest number of openings were received from Bergen County (20.2%) followed by Union (11.1%), Essex (10.0%), Morris (9.6%), Middlesex (8.8%) and Passaic (61%). These six counties accounted for almost 3/5 of all positions listed. (See Table 4.)

Salaries

Starting salaries ranged from $4,300 to $6,400 for the school year. (Salaries include compensation allowed on salary schedules for Military Service, but do not include possible additional remuneration for extra class responsibilities.) The most commonly reported starting salary was $4,800. Salaries varied by department with the highest mean reported in Industrial Arts ($5,014) and the lowest in Science ($4,662). However with the exception of Industrial Arts, all departments clustered closely around the overall average of $4,729. (See Table 5.)

Summary

Inspection of data submitted in this report indicates the following:

1. Over 83% of all graduates accepted teaching positions upon graduation.

2. Where certified, a high percentage of graduates accept positions in elementary and junior high schools.

3. Few students accepted positions under provisional certification in elementary school self-contained classrooms.

4. Over 4/5 of our students located in school systems in the five counties geographically contiguous to the Montclair area.

5. Over 2/5 of all job openings were reported outside the geographic area in which our students tend to locate.

6. Starting salaries ranged widely. This variation appears to be due primarily to the effect of salary allowance for Military Service and for work experience. In general, however, mean differences among departments were not great.

TABLE 2

JOB PLACEMENTS BY COUNTY, DEPARTMENT, AND GRADE LEVEL, 1961-62

	Atlantic	Bergen	Burlington	Camden	Cape May	Cumberland	Essex	Gloucester	Hudson	Hunterdon	Mercer	Middlesex	Monmouth	Morris	Ocean	Passaic	Salem	Somerset	Sussex	Union	Warren	Out of state	Number	Percent
lish																								
r. H.S.		10	1				5		1					2	1	10		2		2			34	68
Jr. H.S.		1					5					1		3		1				1			12	24
Self-contained													1	3									4	8
thematics																								
Sr. H.S.		5					8		3			1	1	2		1			1	5			27	75
Jr. H.S.		3					2									2				2			9	25
Self-contained																								
ience																								
Sr. H.S.		6					11		1			1	1	1		1			2	1			16	67
Jr. H.S.		3							1			1		1						1			8	33
Self-contained																								
cial Studies																								
Sr. H.S.		8					3		1			1	1	2		6				4	1		27	57
Jr. H.S.		4					1				1			1		1			1	1			10	21
Self-contained		2					1		1					6									10	21
reign Language																								
Sr. H.S.		2					2					2		2		1		1		3		1	25	78
Jr. H.S.		3	1				1					1								1				
Self-contained																							7	22
ysical Ed. Men																								
Sr. H.S.		2					2						1		1	1		1		2			10	48
Jr. H.S.													1							1			2	10
Elementary		2					2						2			2				1			9	43
ysical Ed.(W)																								
Sr. H.S.		2					2					1	1			1		1		3			11	46
Jr. H.S.		3					2		1						1					1			8	33
Elementary		1					1		2					1									5	21
Business Ed.																								
Sr. H.S.		5					9	1	2					3	1	8				8		1	37	95
Jr. H.S.							2																2	5
Self-contained																							0	0
Music																								
Sr. H.S.		2												1									2	13
Jr. H.S.		4												1									1	7
Elementary		1					3		1					2		2				3			12	8[illegible]
Speech																								
Sr. H.S.		2					1		1			1			1	2			1	1			10	56
Jr. H.S.																							0	0
Elementary		4					3									1							8	44
Fine Arts																								
Sr. H.S.		1											1			2							4	17
Jr. H.S.		1					3						1	1	1	2							10	42
Elementary		2										2		5									10	42
Industrial Arts																								
Sr. H.S.		3					2		1					4								2	14	61
Jr. H.S.		1					2																3	13
Elementary		1					3		1									1					6	26
Home Economics																								
Sr. H.S.		1					1		1					2					1				6	50
Jr. H.S.							1								1								3	25
Elementary																2							3	25
TOTALS	0	30	2	0	0	0	69	1	18	0	1	12	11	42	7	48	0	6	6	47	1	4	365	

Table 3

Number of Job Openings by Department, 1961-62

Social Studies		87
Soc.Stud./Bio.	1	
Soc.Stud./Math.	3	
Soc.Stud./Eng.	51	
Soc.Stud./P.E.	1	
Soc.Stud./Latin	1	
Mathematics		180
Math./English	2	
Math./Science	81	
Business Education		121
Bus.Ed./English	2	
Bus.Ed./Spanish	1	
English		196
Eng./Speech	18	
Eng./Spanish	18	
Eng./Latin	15	
Eng./Reading	1	
Eng./French	13	
Science		189
Science/I.A.	1	
Science/HomeEc.	2	
Speech		17
Speech/Reading	1	
Fine Arts		79
Art/English	1	
Art/Music	2	
Home Economics		71
Industrial Arts		128
Music		100
Physical Ed.(Men)		51
Physical Ed.(Women)		121
Latin		17
Latin/Math.	1	
Latin/German	1	
Latin/Spanish	4	
Latin/French	8	
Spanish		87
French		83
French/Spanish	41	
German		15
German/Spanish	2	
German/English	1	
German/French	8	
Russian&Italian		5
Foreign Language not stipulated		28
Remedial Reading		39
Library		28
Driver Training		8
Driver Ed./P.E.		4
Educables & Trainables		59
Self Contained		531
Other combinations		39

TOTAL 2,553

TABLE 4

JOB LISTINGS, BY COUNTY, 1961-62

	Number	Per cent
Atlantic	53	2.0
Bergen	516	20.2
Burlington	70	2.7
Camden	36	1.6
Cape May	9	.3
Cumberland	46	1.8
Essex	257	10.0
Gloucester	111	4.3
Hudson	50	1.9
Hunterdon	19	.7
Mercer	46	1.8
Middlesex	225	8.8
Monmouth	141	5.5
Morris	245	9.6
Ocean	120	4.7
Passaic	157	6.1
Salem	14	.5
Somerset	90	3.5
Sussex	38	1.5
Union	285	11.1
Warren	25	.9
Total	2,553	

	BUSINESS EDUCATION	ENGLISH	FOREIGN LANGUAGE	MATHEMATICS	SCIENCE	SPEECH	PHYSICAL EDUCATION	SOCIAL STUDIES	FINE ARTS	HOME ECONOMICS	INDUSTRIAL ARTS	MUSIC	SELF-CONTAINED	TOTAL
6400											1			1
5900											1			1
5800											1			1
5500						1								1
5400								1						1
5300							1				1			2
5200		2							1		2			5
5100			1	1							1			3
5000		1	2	1		1		2			1			8
4900	5	9	4	8	2	4	8	4	6	1	6	2	2	61
4800	7	9	6	7	6	4	11	7	4	5	4	3	2	75
4700	7	11	7	5	6	4	8	5	2	2	3	4	6	70
4600	3	7	7	6	6	3	11	6	5	2		3	4	63
4500	8	6	1	5	5	2	6	6	5	1	1	2		48
4400	3	1	2	1		1		1					1	10
4300	1	1			1	1		2		1		1		8
MEAN	4.689	4.730	4.730	4.732	4.662	4.743	4.733	4.697	4.724	4.692	5.014	4.673	4.693	358

RANGE 4,300 - 6,400 MODE 4,800 MEAN 4,729

MONTCLAIR STATE COLLEGE
Placement Office
Statistical Report, 1960-61

The attached data summarize job placement information for members of the class of 1960. The report covers the twelve-month period from October 1, 1960 to September 30, 1961.

Senior Placement

Four hundred twenty-eight students who were graduated in June and August, 1961, completed student teaching. Of this number 331 (78%) accepted teaching positions in New Jersey, 28 were still actively seeking positions on September 30, 1961. For seven others information either could not be obtained or students were unable to give us exact information of future plans.

In all departments except Social Studies, Music, and Men's Physical Education, the per cent of graduates who actively entered teaching approximated or exceeded the average. In these departments, percentages were 60%, 63%, and 67% respectively. (See Table 1.)

Job Vacancies

During the year (October 1, 1960 - September 30, 1961) a total of 2,559 New Jersey positions were listed with the Placement Office. Of this number 2,024 were listed in senior and junior high schools, departmentalized upper grades in elementary schools and elementary schools for which certain majors are certified. Listed also were 535 positions in elementary self-contained classrooms.

The major number of openings was listed in English (239) followed by Science (206) and Mathematics (195). Requests for various combinations of subjects totalled 288, or approximately 14% of the total of 2,024 jobs received on the secondary level. Requests were especially numerous for various combinations with English and for Science combined with Mathematics. (See Table 2.)

Salaries

Starting salaries ranged from $4,000 to $6,000 for the school year. (Salaries include compensation allowed on salary schedules for Military Service, and for work experience but do not include possible additional remuneration for extra class responsibilities.) The most commonly reported starting salary was $4,600 and the mean for the class was $4,619 (See Table 3.)

TABLE 1

JOB PLACEMENTS, 1960-61, BY DEPARTMENT

	No data	Available	Graduate Study	Military Service	Marriage	Out of State	Non-teaching jobs	Teaching	TOTAL
Business Ed.	1	4		1	1	3	1	40	51
English	1	4	2	1	1		2	44	55
Foreign Lang.			1		1	1		13	16
Mathematics					1	1		30	32
Physical Ed.Men	1	5	4	4			2	32	48
Physical Ed.Women					1			19	20
Science			1	1		2		26	30
Social Studies	1	13	9	1	3	3	1	46	77
Speech							1	7	8
Music	1	2	1	2			1	12	19
Fine Arts			3		1	1		16	21
Home Economics					1		1	17	19
Industrial Arts	2			1				29	32
Total	7	28	21	11	10	12	8	331	428

Table 2

Number of Job Openings, by Subject, 1960-61

English		239		Reading	46
Eng./Soc.Studies	65			Self Contained	535
Eng./various lang.	40				
Eng./other subjects	14			Other combinations	52
Social Studies		137		Miscellaneous	19
Science		206			
Science/Mathematics	73			TOTAL	2,559
Mathematics		195			
Business Education (including secretarial)		80			
Physical Education(men)		42			
Physical Education(women)		141			
French		49			
German		12			
Spanish		54			
Foreign Language (not specified)		24			
French/Spanish	28				
French/other subjects	16				
Home Economics		94			
Industrial Arts		103			
Music		109			
Fine Arts		89			
Library		40			
Special Education		41			

TABLE 9

Number of Job Openings, by Occupation, (Cont.)

	Bus. Ed.	English	For. Lang.	Math.	Science	Speech	Music	Phy. Ed.	Soc. St.	Art	Ind. Art	Home Ec.	Self-Contained	Total
$6,000				1										1
5,800											2			2
5,700											1			1
5,600											2			2
5,500				1										1
5,400					1					1	2			4
5,300									1		2			3
5,200		1			1			1			1			4
5,100								1	1		1			3
5,000	2				2			6	1		1			12
4,900	3			2				1	1		1		1	9
4,800		4	1	2				4	2		1			14
4,700	4	6	1	2	5	1		2	1	3	1	1	1	26
4,600	10	12	3	9	8	2	4	13	7	5	2	8	4	87
4,500	7	7	2	10	3	1	4	9	9	5	4	4	3	68
4,400	2	7	1	1	3	2		4	2		1	2		25
4,300	6	4	4	2	2		1	5	4	1	2		2	33
4,200	3	2	1		1	2		2	2					13
4,000										1				1
Total	37	43	13	30	26	8	9	48	31	16	24	15	11	311

Range 4,000 - 6,000

Mode 4,600

Mean 4,619

MONTCLAIR STATE COLLEGE
Student-Teaching Office
1960-61 and 1961-62

The attached report covers the work of the Student-Teaching Office for the school years 1960-61 and 1961-62.

ACTIVITIES AND DEVELOPMENTS

(1) The work load has steadily increased. During this two year period, student-teaching enrollment rose from a combined total of 456 Seniors and Juniors in 1959 to 547 in 1960-61 and 593 in 1961-62, an increase of about 23% in the two years. (See Appendix 1, Item I). The number of schools utilized remained constant.

(2) Policies and practices which govern student-teaching assignments have been codified, expanded, and clarified. Of special note are the following:

(a) To require a physical examination of all students prior to student-teaching.

(b) To screen student-teachers for emotional instability by requiring clearance from the Dean of Students Office.

(c) To reserve the right by the college to assign a student to a location regardless of cummuting distance.

(d) To establish academic criteria for selection.

These criteria have been printed in the college catalogue and responsibilities of specific college offices for applying these criteria have been clarified.

(3) Assignment policies and practices have been coordinated with other teacher preparing institutions and with the state public school system. This has been done through a state guide which was developed and printed for general use by the State Department of Education. The director served as chairman of the committee which developed the guide.

(4) A systematic orientation program has been developed which brings students, supervising teachers and college supervisors together immediately prior to the start of the program. Students meet their teachers during a visiting day set aside in December; cooperating-teachers have an opportunity to meet college supervisors at a coffee and dinner sponsored by the college. An innovation in 1961, continued in 1962 was the scheduling of an afternoon coffee hour for students and their college supervisors. This meeting has been sponsored by the senior class. Attendance is voluntary but comments indicate widespread support.

(5) Procedures have been developed for handling more expeditiously those students who experience difficulty in student-teaching. This has been done through a reorganization of the office schedule by which the director is immediately available for visiting a school at the request of the college

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[illegible]

[illegible]

[illegible]

supervisor, local administrator or student wherever difficulties begin to develop.

(6) The college has continued to maintain contact with the national organization, the Association for Student-Teaching. In 1962 the director was appointed to a national study comission which has assumed the responsibility for the 1966 yearbook of the association on "In Service Training of the Supervising Teacher."

(7) To assist the director in giving leadership to the program, a Student-Teaching Committee was appointed by the President in 1962. This committee is expected to analyse all phases of the program and prepare recommendations for consideration by the college administration.

EVALUATION

The office attempts each year to utilize action research as a basis for improving the program. Typical was a survey of student-teachers in 1961 to determine attitudes toward the supervisory help which they had received. (See Appendix 2).

PROBLEMS AND RECOMMENDATIONS

1. The assignment of staff for supervision needs to be systematized. At present supervisors are assigned only when all scheduled campus courses have been staffed. Consequently, in some cases, supervisors are not assigned until after the students are in the field. Ideally, each supervisor should know his course load, the names of students, locations to be visited at least one semester in advance. Only through advance assignment can supervisors, teachers, students, and the director coordinate their activities.

2. Supervision of student-teachers needs to become a primary obligation of assigned staff. Supervisors should be released from all or almost all, teaching responsibilities during student-teaching. With present heavy campus commitments even the most dedicated staff supervisors are unable to give the time necessary for effective supervision. Sufficient time should be available to allow a minimum of two hours in the school for each student visit. By freeing supervisors from teaching responsibilities the quality of supervision could be improved.

Desirable also, would be a drastic reduction in the number of staff assigned and a more careful selection of college supervisors which would take into account professional interest and capabilities. In 1961, 56 supervisors were assigned for 442 senior student-teachers (see Appendix 1, # IV) for an average of about 8 students per supervisor. If supervisors could be released from teaching duties and given a not unreasonable case load of 22 students each, the number of supervisors could have been reduced to approximately 20. With a smaller staff, more effective orientation, better supervision of students, increased cooperation between staff and cooperating-teachers, more attention to means of improving the program, all would become more likely. Ideally, the "methods" instructor should devote most of his time to supervision.

3. More attention needs to be given to selection of schools. At

present, each department chairman approves school choices for students. With rapid growth of the college in recent years and heavy turnover among cooperating-teachers, departments have apparently been unable to keep in continuous touch with personnel and programs in the schools with which we work. When additional office space becomes available, the office expects to provide information helpful to students which describes programs and characteristics of all schools in New Jersey. Constantly expanding duties of chairmen suggests that choice approval might well be delegated to a coordinator within each department, preferably the "methods" instructor who would assume responsibility for matching students and schools.

4. A means must be found by which students can be assigned to schools outside the immediate geographic area of the campus. The welfare of the student, college, and department would seem to require a wider use of New Jersey schools. Our present system of supervision precludes such use. It is expected that the student-teaching committee will explore possible solutions.

5. A corps of supervisory teachers needs to be developed. With an annual turnover rate exceeding 90% in some departments, any continuing attempt at coordination becomes meaningless. (See Appendix I, # IV). Probably the solution lies outside the area of local college responsibility and must await State action since public schools understandably wish to accept student- teachers from each of the several institutions preparing teachers.

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Appendix #1

STATISTICAL INFORMATION

I Student Teaching Enrollments

	Seniors	Juniors
1956-57	250	
1957-58	337	
1958-59	324	
1959-60	361	95
1960-61	442	105
1961-62	472	121
1962-63(est)	575(est)	150

II Cooperating Schools

	1960-61	1961-62
A. Number utilized		
School districts	113	117
Different Schools	204	213

B. Number of student teachers accepted by school districts

No. of Students	No. of School Districts	
1960-61	1960-61	1961-62
13	1	1
12	1	1
11	2	1
10	2	3
9	1	1
8	2	1
7	3	4
6	2	4
5	6	7
4	14	13
3	10	11
2	24	26
1	45	44
Total	113	117

C. Schools beyond 35 mile(est) radius of college with number of student teachers indicated.

1960-61		1960-61		1960-61	
Asbury Park	1	Long Branch	2	Rumson	1
Atlantic Highlands	1	Manville	1	Scotch Plains	4
Bernardsville	1	Middletown Twp.	1	Sparta	3
Brick Twnship	3	Metuchen	1	Toms River	1
Cranford	2	Penns Grove	1	Triton Reg.	1
East Brunswick	1	Perth Amboy	1	Vineland	1
Franklin	1	Pennington	1		
Linden	3	Red Bank	1		
		Total	33		

D. Frequency of use in selected departments

	Business Education (1957-60)	English (1957-60)	Mathematics (1956-59)	Fine Arts (1958-61)
Total No. Used	83	110	59	52
No. used 4 yrs.	3	5	2	1
No. used 3 yrs.	15	17	5	5
No. used 2 yrs.	24	27	10	12
No. used 1 yr.	41	61	42	34

II Cooperating Teachers

Frequency of use in selected departments

	Business Education	English	Mathematics	Fine Arts
Total No. Used	240	271	106	76
No. serving 4 yrs.	1	0	0	1
No. serving 4 yrs.	6	4	2	3
No. serving 2 yrs.	21	13	10	10
No. serving 1 yr.	212	254	94	62

College Supervisors of Senior Student Teachers

A. Assignment by Departments 1960-61

Departments	
English	6
Business Education	3
Speech	2
Languages	5
Social Studies	9
Mathematics	4
Science	7
Physical Education	5
Education	30
Fine Arts	5
Industrial Arts	3
Home Economics	3
Music	4
Total	86

Department Assignment of Education Department Supervisors	
Physical Education	3
Business Education	2
English	2
Speech	1
Geography	2
Mathematics	2
Science	5
Home Economics	1
Temporary Hire	6
Education	6
Total	30

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Appendix # 2

In July, 1961, members of the class of 1961 were asked to answer certain questions concerning their experiences in the student-teaching program and with placement services. Of the approximately 325 questionnairs mailed, 187 replies were received. Replies were tabulated separately for students who had accepted September teaching positions or were otherwise vocationally placed and for those who were seeking and had not yet been placed in a teaching position and whose attitude presumably might have been thereby affected.

	Placed		Not Placed	
1. How frequently were you observed by your cooperating-teacher?	Number	Percent	Number	Percent
Usually two or more periods daily	60	42	15	44
Usually one period daily	30	20	8	23
Several times per week	22	14	7	21
Infrequently	22	14	3	9
Others	14	9	1	3
2. How frequently did you have conferences with your cooperating teacher?				
Usually each day	85	57	16	52
Several times per week	36	24	7	23
About once weekly	21	14	7	23
Other	7	5	1	3
3. How do you judge your cooperating teacher as a classroom teacher?				
Excellent	71	46	9	26
Very Good	58	38	14	41
Average	14	9	9	26
Inadequate in many respects	9	6	2	6
Completely unsatisfactory	1	1	--	--
4. How do you judge your cooperating-teacher as a supervisor?				
Extremely helpful	80	53	13	41
Helpful	44	29	10	31
So-So; no strong feelings	16	10	4	13
Not helpful	6	4	4	13
A complete failure for me	6	4	1	3
5. How frequently did your college supervisors consult with you?	Subject Supervisor Number	Percent	Education Depart.Supv. Number	Percent
After almost each visit	110	78	88	63
Once or twice	27	19	45	32
Not at all	4	3	7	5
6. How beneficial were their visits?				
Very Helpful	68	48	34	26
Helpful	54	38	48	36
Of little value	20	14	51	38

COMMENT

1. Approximately two-thirds (62%) of our placed seniors reported that they were observed at least one period daily by their cooperating-teacher. The average load of the student-teacher is three classes per day.

2. Approximately four-fifths (81%) of the placed students reported frequent conferences, either daily or several times per week.

3. The great majority of these students expressed satisfaction with their teacher both as a master teacher and supervisor.

4. Students who did not have positions at the time of the survey seemed to feel their teachers had given them adequate attention but were less likely than their placed colleagues to express satisfaction with the quality of their supervision. (See items 3 & 4)

5. Students tended to feel that supervisors from the Education Department were less helpful than their subject supervisors.

MONTCLAIR STATE COLLEGE

THE LIBRARY

REPORT TO THE PRESIDENT
ACADEMIC YEAR
1961 - 1962

DEVELOPMENTS AND TRENDS

OBJECTIVES

Since my appointment in June 1961 to the position of Acting Head Librarian , my objectives have been:

1. To improve the library's holdings and its services.
2. To increase the use of the library's resources by students, and faculty.
3. To prepare the collection for its removal to the new building.
4. To plan policies for library service in the new building.

The following report will attempt to show what has been accomplished so far and what needs to be accomplished between now and the time when we shall occupy the Harry Sprague Library. It will attempt, also, to show direction for future progress.

INVENTORY

During the period between the June 1961 Commencement and the opening of the 1961 Summer Session an inventory was taken of the book holdings of the library. This was the first time that a complete inventory had been taken in ten years, although partial inventories had been taken occasionally. Because of a lack of time, the inventory of the textbook collection and music scores had to be done in September before the college opened.

SUMMER 1961

During the summer, Miss Cridlebaugh remained for several weeks after her retirement helping to clear up various matters.

The writer had received a grant of $600. from the College Development Fund, under the Danforth Foundation monies, which she used for studies in the Humanities at Syracuse University. The writer is very appreciative of this honor and feels that this activity was very worthwhile for her as a librarian.

Dr. Lenel, Miss Gibson and Miss Poore worked during the 1961 Summer Session; Miss Gibson in charge of the Reference Department as well as directing Acquisitions; Dr. Lenel and Miss Poore correcting many items turned up in the inventory, and making many policies to be followed in future cataloging routines. Miss Poore continued to classify and catalog the new materials.

STAFF

Thanks to the President of the college, and to the State Board of Education, the staff of the library was considerably enlarged during this year.

Two new professional librarians were added:

Mrs. Mary Hellman and Mrs. Marion Siegeltuch, both of whom received their M.L.S. degrees from Rutgers University. Mrs. Hellman had been a Music Librarian at City College, New York and a high school librarian at West Morris Regional High School, Chester, N.J. Mrs. Siegeltuch has had special library experience in Washington, D.C., as well as reference experience at the Montclair Public Library.

STAFF (cont'd.)

Three new Civil Service positions were added. During August 1961 the Acting Librarian interviewed the following who were appointed.

Miss Isabel Carter - Jr. Library Assistant
Mr. Donald Reilly - " " "
Miss Rose Tashjian - Senior Clerk Stenographer

Mrs. Elizabeth Arffmann, was appointed as Clerk Typist as a replacement for Miss Mary Russo who had resigned at the end of the Summer Session. Because of Mrs. Arffmann's excellent work, she is being promoted to the position of Jr. Library Assistant in July 1962 to replace Mrs. Lillian Jones who resigned in February 1962 to take a position with the Newark Public Library.

Miss Evelyn Stackhouse, Clerk Typist, resigned in February 1962 to work for the Alcoholic Beverage Commission in Newark. Both Mrs. Jones and Miss Stackhouse found the bus transportation from Newark where they lived, too difficult and too expensive, and wished to work nearer home. For the period between Mrs. Jones' leaving and Mrs. Arffmann's takeover of the position, Mrs. Doris Wilson was hired on a temporary basis. Miss June Fairley was hired as a replacement as a clerk typist for Miss Stackhouse in February 1962.

Miss Selma Harris, Senior Librarian in charge of Circulation, has been studying at the Rutgers Library School and should complete the courses for her degree in Library Science by January 1963.

Of the part-time staff, Mrs. Florence Angoff will not be with us next year so that she can devote her time to courses; Mr. Gilbert Cohen will be on the evening schedule (3 hours per week- evening) while Mr. Hubert Malkus (3 hours per week -evening) must be replaced as he has taken the position of Librarian at the Veterans' Hospital in Richmond, Virginia; a fine promotion for him but a loss to us.
Mrs. Gertrude Greenberg has been appointed to replace Mrs. Angoff.

STAFF ACTIVITIES

Dr. Lenel and Miss Poore attended the Essex County Library Association meeting in Bloomfield College on October 31, 1961 at which the proposed new cataloging code was discussed.

Miss Merlehan, Dr. Lenel, Mrs. Hellman and Mrs. Siegeltuch attended the meeting at Monmouth College Library of the College and Library Section, New Jersey Library Association on November 4, 1961.

Dr. Lenel and Miss Gibson attended the meeting of the Eastern College Librarian's held in New York City on November 29, 1961.

Mrs. Hellman was a member of the Evaluation Committee of the Middle States Association of Colleges and Secondary Schools which visited Jamesburg High School in Jamesburg, N.J. on February 6,7,8, 1962.

Miss Merlehan served on the committee which planned the pilot program of the N.J. School Library Development Project of the American Association of School Librarians in which Montclair State College Students were participants. This program was given at Hanover Park Regional High School on April 11, 1962, and was attended by Miss Merlehan, Dr. Lenel, Mrs. Hellman, Miss Poore, Mrs. Walter and many faculty members from the Education Department. It was entitled "Team Teaching and the Library" and was a splendid example of how librarians, teachers and students can work together

Dr. Lenel is a member of the N.J.L.A. committee on Education for Librarianship and has attended many meetings of this group. This is a very valuable preparation for the establishment of a library science minor at Montclair State College.

She was also a member of the M.S.C. Conference on WHO SHALL BE EDUCATED?, held on April 25, 1962, and met with many sessions of the committee before the conference.

Miss Gibson was a member of the Essex County Reference Group. She served also on the Essex County National Library Week Committee which prepared materials for the celebration of National Library Week. In the opinion of Miss Merlehan and Miss Gibson, this activity was more suited to the aims of the Public Library. In a college library, every week is "National Library Week". Though of course, we in the college library will always note by displays, etc. the celebration of this week.

Miss Poore served on the committee for Art Purchases of M.S.C. She compiled a list of art books which should be added to the collection and hopes to be able to work very closely with the Art Department faculty in the development of the Art Collection.

Miss Gibson attended the meetings of the Curriculum Committee in place of Miss Merlehan who had been appointed to this Committee. The Chairman of the Committee on Committees gave her permission for the substitution.

GIFTS

The library has received many gifts during this year; indeed, many more than we have been able to incorporate into the collection so far. It is highly probable that we shall continue to receive many more gifts during the coming years. Among the donors were the following:

Jewish Publication's Society --	Books on Jewish Culture
Mrs. Hans Hunziker	Large collection of Music
Mrs. Clyde D. Emerson, M.S.C.1926-	Encyclopaedia Britannica and Britannica Yearbooks from 1951 - 1961.
Amer. Hellenic Educational Progressive Assn.-	Greek Classics
Mr. Theodore Muhaw	-Books in various fields
National Book Foundation	-Several books
Wm. & Norma Copley Foundation -	Art Books
Mr. & Mrs. Lamperti	-Collection of fiction & popular Non-fiction.
Mrs. Clifford Koon	-Some classics, McGuffey Readers which we did not have as well as a large collection of old textbooks
Mrs. Evelyn Milsky	- Collection of Physical Educ. Books
N.J. Funeral Directors Assn.	- Funeral customs

The President of the College, the Library Staff members and many faculty members have been very generous in giving books to the library.

I. IMPROVING OUR HOLDINGS

YEARLY LIBRARY STATISTICS

Total # Volumes	in Library, June 1961	80, 127	
" "	Added July 1961-July 1962	4, 662	
" "	Withdrawn July 1961-July 1962-	5, 224	
" "	In Library, June 1962	79, 565	**
" "	Bound Periodicals and Microfilms added:	1, 094	*
" "	Volumes Rebound -	372	

* Included in Total # Volumes
** Included H. S. Statistics

BREAKDOWN OF LIBRARY STATISTICS
According to Dewey Classification:

000's	431
100's	2622
200's	514
300's	4223
370's	10810
400's	784
500's	5792
600's	4150
700's	7590
800's	6047
900's	9045
Fict.	3219
Ref.	4118
French	2282
German	1253
Greek	7
Spanish	1403
Textbooks	2453

SPECIAL COLLECTIONS

Alumni Memorial Library	181
China Institute Library	591
Finley Science Library	99
Lincoln Collection	113
Montclair Collection	101
New Jersey "	602
Historical Textbook	342
Webster	379
Theses	179
Special Panzer Phys. Educ.	49
Bound Periodicals & Microfilm	4143
Courses of Study	943
Duplicates added this year	324
C. H. S.	4715
TOTAL ---	79,565

In September 1961 the Acting Librarian gave a report of the Library Inventory taken in June at the opening Faculty Meeting. She suggested that faculty cooperation be increased in helping to build up the collection in various fields; and to assist in weeding the collection of obsolescent books in their respective areas. All departments submitted requests for purchases for their departments. We have had some assistance from the Science Department and the Business Education Department in weeding their collections. Unfortunately, we do not have a librarian with a science background on our staff; they are very difficult to find; so we need help in selecting and in weeding the Science collection. It is our plan to work more closely with the Science Department next year.

Incidentally, the Social Studies Department, under the direction of Dr. Richard Barker, submitted the best lists, bibliographically speaking, of any department. It is extremely wasteful of library staff time to have lists of books submitted for purchase which the library already has and often has had for many years.

We have purchased many outstanding Reference Books in the past year, both from department recommendations and library staff recommendations. Some examples:

The McGrawHill Encyclopedia of Science and Technology - 12 vols.
Author Index to The Psychological Index and Psychological Abstracts
Public Affairs Information Service
The Dial
Library Literature
School Mathematics Study Group Materials
The Adams Papers - Standing Order forVolumes as they are issued
The Jefferson Papers- " " " " " "
The Franklin Papers " " " " " "

We have purchased many periodicals needed to complete volumes for binding, also, Microfilms and Microcards of back issues of periodicals, for example:

Microcards	-	American Physical Education Review	Vol. 1-20:1896-1920
Microfilms	-	Personnel & Guidance Journal	Vol.1-27:1921-1949
"	-	American Historical Review	Vol.1-30:1895-1925
"	-	Etc.	Vol.1-6: 1943-49
"	-	Journal of Heredity	Vol.1-23:1910-32
"	-	Marriage and Family Living	Vol.1-18: 1939-56
"	-	Quarterly Journal of Speech	Vol.1-5: 1915-1919
"	-	World Today	Vol.1-7: 1945-54

The entire textbook collection has been weeded and new textbooks, gifts of various publishers have been added. A letter soliciting new texts will be sent out to textbook publishers next year so that our collection will have as many as possible of the new texts for inclusion in the new Curriculum Laboratory. Letters requesting courses of study from school systems will be mailed also.

Much rebinding of books of permanent value has been done this year. These must be checked in several places before binding is decided upon. There is no point in rebinding books of doubtful value. We are now using Library of Congress subject headings so many of these books must be recataloged. This is a time consuming operation. Expensive paperback books are purchased either as pre-bounds, or bound before they are shelved.

II. USE OF THE LIBRARY BY STUDENTS AND FACULTY

The better a library is, the more will people use it. As our budget has increased over the past few years, and we are able to add more and newer materials to our shelves, so the use of books and other library materials has increased. There are also, I believe more library assignments being made to students - a trend which should continue and increase.

Our circulation figures showed a marked increase for 1961-62.

Classified Books Loaned ------	48,785
Reserve " " -------	22,027
Periddicals " " -------	10,526
Faculty Loans --------	2,829

	1960-61	1961-62
Reserve	15,374	22,027
Classified	41,654	59,311
Faculty	2,194	2,829

It should be noted that circulation figures do not give a true picture of the number of books used. Many books are used in the library but are not taken out. It is not always possible to keep records of the number of times reserved books on open shelves are used in the library and not taken out. Therefore, one must realize that these figures show only those books which are circulated and if a complete count were possible the figure would be much higher.

The increase in periodical usage can be traced, directly, I believe to the closed periodical stacks, a plan which was inaugurated this year. There has been a definite improvement in this service, but the scheduling remains very difficult as we do not have sufficient clerical or student assistance.

Faculty Loans are, I believe, rather disappointing.

Furthermore, as our commuting students use many of the good libraries in this area, I think it is safe to say that our students are using books more and more in their college work due to their interests as well as to their scholastic requirements.

FACULTY LIBRARY COMMITTEE

The Faculty Library Committee under the chairman of Dr. E.S. Fulcomer met monthly to discuss library problems. After much discussion, new circulation policies were decided upon. See Exhibit.

The system of fines was reestablished and included faculty members as well as students. Faculty members voted unanimously for fines to be levied on themselves. At this time, it is planned that the circulation policies which were decided upon will be continued when we are in the new building.

It is regrettable that, at many of the Faculty Library Committee meetings, only a token number of members appeared. This should be a very important committee.

INTERLIBRARY LOANS

Increased during the year.

	S.S.
We borrowed, on Interlibrary Loans, from other libraries —	43
We loaned, " " " to other libraries ---	14

LIBRARY INSTRUCTION

The library staff continued its program of four hours of library instruction to Freshmen students. This program consists of two hours during Orientation Week at which time a diagnostic test is given to groups of one hundred each in the library. This test is then corrected, by the students and the teaching librarian.

Our objective in this procedure is to awaken in the students an awareness of the need for library techniques to use during their college years and to emphasize the value that these skills can be to them.

This is followed by two hours with each of the Fundamentals of Writing classes. These lessons are prepared separately for each class at the time when these students are preparing to do their first big research paper. A tour of the library is given at this time and the use of general bibliographic tools and reference books, periodical indexes and specialized reference books in their particular fields is explained.

Audio and visual aids, films, filmstrips, microfilms, etc., are all utilized in the teaching of these classes - as well as the handling and the use of the general as well as the specialized books most useful to their particular field of specialization .

For the first time, During September 1961, the librarian met with the Transfer students, distributed library cards and escorted them on a tour of the library. This program, though very short, has value, I believe.

On various occasions the librarians have been asked to meet with classes to show them some of the library's resources in subject areas. The Social Studies faculty department has done this, as has the Education department faculty .

The Acting Librarian, met with the Education 503 students of Dr. Gorman's class for two hours and helped them to get started on their Research Reports through the use of the dissertations Abstracts and other tools necessary for this course. This was found to be very valuable.

III. PREPARING THE COLLECTION FOR REMOVAL TO THE NEW BUILDING

Inventory

The greatest gain from taking an inventory lies in the fact that one knows what actually is available in the library. When inventories are not taken regularly the collection which is on the shelves does not equate with what the card catalog says we have. This has been the case for a long time, and it will take another year before we can actually know where we stand. By that time we hope to have the catalog represent the materials that are available in the library.

The inventory taken in June 1961 covered the entire collection. A re-inventory of the following categories was taken in June 1962.

500's	Science and Mathematics
600's	Useful Arts
700's	Fine Arts
800's	Literature
	Textbooks
	Reference Books

When books are missing in two successive inventories, they are marked withdrawn and are no longer part of the collection. The following figures show the results of the second inventory:

Missing in two inventories and withdrawn

500's	—	813
600's	—	653
700's	—	568
800's	—	570
		2604

The rest of the figure, 5224 (total # of books withdrawn), was made up of obsolete books, duplicates, outdated textbooks, etc.

It is planned to inventory the rest of the collection during 1962-63. At that time many more books will be discovered to be missing in two inventories, (many of them have been missing for years and years), and so the withdrawn figure will be very high.

After the entire collection has been twice inventoried, and the bulk of the withdrawn items recorded, plus the many more obsolescent books which must be withdrawn during 1962-63 are recorded; then and only then, can we begin to show an increase in the total number of volumes added. Once this backlog is out of the way, the total number of volumes should increase substantially.

The rate of addition of new volumes a year is very good. It will not take too many years after we once get over the hump of these "twice missings" and other withdrawals to build up our collection numerically. If we can add new volumes at the rate of 4500-5000 a year, we should do well. With more catalogers and more clerical assistance we should be able to add at an even higher rate.

WITHDRAWNS

An average of six cards for each withdrawn title must be pulled from the card catalog and the other files where records are kept. It was planned that this work would be done by student assistants during the summer of 1962 but due to the scarcity of applicants for student work, the library had only three student assistants for a total of about two hundred hours. One student opened the library at 8:00 A.M.; one staffed the Annex from 1:00 - 2:00 P.M., then shelved from 2:00 - 3:00 P.M., the third marked and mended books. We had been allocated three hundred hours for the Summer Session. This figure is far too small, and, as a consequence, much of the clerical work which we hoped to accomplish could not be done.

REPORT ON CATALOGUING FOR 1961-1962

In addition to handling the current material acquired, the cataloguing department carried out the following in accordance with the program decided upon.

Definite decisions were made and systems worked out for the future classification of physical education, literature, psychology and music books. Geography, geology and speech books will be classified according to Dewey without deviation.

Correction and elimination of incorrect or obsolete subject headings was worked on. Thousands of cards were corrected. It may be said that the worst of this situation has been corrected and the most glaring inconsistencies eliminated, though it was impossible to complete this task.

The work of integrating the Panzer collection has gone forward. The initial step of combining those books which are identical with Montclair books and have been classified in the same number, has been completed (though these books were not Cuttered.) A program of procedure has been established for future work. 790 titles (approximately 1000 volumes) were transferred to the Montclair collection. Since from now on all integration of Panzer books will involve recataloguing, the actual completion of this task will be far in the future.

At present, the recataloguing of the Montclair books according to a systematic program cannot even be considered. However, progress will automatically be made in conjunction with the integration of the Panzer collection, as a result of our policy to recatalogue all books before binding, and in cases where new editions or replacements require recataloguing. About 1000 titles (approximately 1600 volumes) were recatalogued this year under these circumstances.

A decision was made as to classification of the art collection to accomodate oversize books and portfolios. This was completed.

REPORT ON CATALOGUING FOR 1961-1962 (Continued)

We have streamlined some processes in cataloguing. For example, courses of study are now very simply classified, marked and listed by source. This list is kept in the Textbook Collection but is no longer listed in the Card Catalog. This gets the material on the shelves very quickly and is an improvement.

We have also listed those agencies whose pamphlets must be cataloged - a very long list. Other pamphlets go into the Vertical File. This has helped, in that we no longer catalog practically all pamphlets, but the number we must continue to catalog is still formidable.

GIFT ADDITIONS

Many of the gift books which we have received have been added, but there are still hundreds which have not been sorted, searched, cataloged or processed. Many of these have been here for several years. With the flood of new books, pamphlets, etc., coming in each day, we are unable to keep up with the tide.

PERIODICAL STACKS

So that we could get the periodicals in better condition this year and continue with the binding of more periodicals, we closed the periodical stacks and staffed the periodical desk daily from 8:00 A.M. to 9:00 P.M.

IV. PLANNING POLICIES FOR THE NEW BUILDING

MANUAL OF PROCEDURES.

In an operation involving as many staff members, student assistants and part time people who will presumably work in the new building, a manual of procedures is essential. Naturally, this manual must be revised constantly, but a manual is a necessity.

During this year we have had the following procedural techniques compiled:

1. Circulation Regulations
2. Circulation Desk Regulations
3. Order Routines
4. Cataloging Procedures
   a) Courses of Study
   b) Pamphlets
   c) Filing Rules
   d) Amendment of Dewey for Physical Educ. & 800 Books
   e) Editions
5. Inventory Rules
6. Binding Procedures for Periodicals
   " " " Books and Paperback Books
7. Financial Recording of Library Monies in Business Office
8. Special Fund Accounts
   Rich Fund
   Alumni Memorial Library
   Student Faculty Cooperative Account

After these procedures have been revised, they will be duplicated so that each staff member will have a copy.

PREPARATIONS FOR MOVING INTO NEW BUILDING

Underlying all of the work this year has been the preparation for actually moving into the new building. We do not wish to take with us materials which will be valueless and which will simply occupy valuable shelf space.

For that reason we have withdrawn books, periodicals outdated materials and other obsolete and obsolescent holdings. This work will go on during next year, as well.

Preparations are already under way for planning the disposition of materials in the new building. Decisions have been made on the location of various collections but special color bands must be applied to all books so that the moving can be facilitated and so that circulation and shelving procedures can be speeded up and simplified. It is planned to begin work on this during the summer of 1962 and continue through 1962 and 1963. This is very necessary, and it must be done.

SPECIAL FEATURES AND ACCOMPLISHMENTS

HOURS

The library is now open 69 hours a week. We are open on Saturdays from 8:30 A.M. to 4:30 P.M. This has been appreciated particularly by graduate students.

DISPLAYS

We were fortunate in having Miss Jeanette Poore of our staff work out the displays this year. Some of these included:

Doctors' and Masters' academic costume
Jewish Encyclopedia and other Jewish books, all gifts.
United Nations Publications
Books on World Understanding
Notable Books of 1961 for National Library Week.
The College Library

BOOK SALES

Two booksales were held - one in October 1961 and one in May 1962. Most of the books which were sold had been publishers' gifts to the library over the past thirty years. Proceeds were turned in to the Business Office.

SECURITY MEASURES

A guard was placed at the Exit door. It was hoped that this could be an all time job, but we have had to use Mr. Reilly for many other purposes, including staffing the periodicals desk, shelving, shelf-reading, helping to prepare bindery materials, filing, notifying faculty members when books they have ordered are ready for use, opening mail, etc.

I believe and the partial inventory bears it out that we are missing fewer books since we have placed the guard at the exit door, but in every library there are book losses. It is the writer's opinion that the best way to cut them down to a minimum is to have a full time person on this job both during the day and during the evening hours. We hope, fervently, to have two full time persons on duty in the new library.

VERTICAL FILE MATERIALS

We have reorganized the Vertical File Materials resulting in more space for uncataloged pamphlets, clippings, etc.

The Carnegie Collection of Art Reproduction has been placed in Vertical Files. They are now easier to locate, use and refile.

ART MATERIALS

a) Rebinding of Art Books, and Portfolios of Art Reproductions.

We have had rebound many of the valuable Art Books and Reproductions so that these expensive items will be protected - an investment well worth the cost.

ART MATERIALS (Continued)

b) Shelving for Oversized Art Materials

Oversized Art Materials have been shelved in special places for easier handling and more protection.

BINDING

Bindery Activities have been moved to the Annex. Collation, pick up, delivery and processing activities are carried on here.

FINANCIAL AFFAIRS

Fines and "Lost Books Paid For" monies are sent to the Business Office each week. Refunds for found Lost Books Paid For are now taken care of in the Business Office.

PUBLICITY

Several articles about library activities appeared in the Montclarion this year, but we shall endeavor to increase this coverage next year.

PROBLEMS AND RECOMMENDATIONS

STAFF

The most serious problem confronting the administration of the library and our preparations for moving into the new building is the lack of sufficient clerical and/or student help.

The need for an additional catalog typist and an additional order clerk is essential; and we have asked the Business Manager to consider very seriously, these two clerical additions for the coming year, 1962-63.

The backlog of cataloged books awaiting typing is very large - so large that our shelf space in the work room is practically filled.

Catalog typing requires more on the job training and more understanding of the processes involved than straight typing of letters or reports. For that reason it is not practical to substitute part-time or student typists because the catalog typist needs much assistance from the cataloger at the beginning of the job to master the necessary skills.

It has been suggested that the Business Manager attempt to get this position reclassified to a higher rank at a higher salary than the clerk typist position from which we must draw our applicants for this position.

The movement of books must be a constant in any well run library - when this movement stops, arrearages increase to an alarming degree.

Since the budget has been increased to $30,000 for 1962-1963, it is essential also that another order clerk be assigned to the library.

This position involves searching in many places before a book is ordered or added (if it is a gift book). Ordering involves many clerical routines, many filing chores, many financial records to be kept. It is wasteful for the Acquisitions Librarian to do these routine jobs that could and should be performed by a clerk. This position also requires a great deal of on the job training at the beginning.

The space requirements for two new clerks would be a problem, but we can certainly find places for them when we get them.

There are innumerable jobs of filing, withdrawing of cards, shelving, shelf reading, etc.etc. which should not be done by the professional staff, but which are being done by them because there is no one else to do them.

5000 hours of student help has been allocated to the library for the coming year. This should help in scheduling for desk duty at the main and at the periodical desk, for shelving, shelf reading, filing, etc .

The professional staff should be more concerned with giving help and service to students and faculty, teaching library techniques when requested, compiling bibliographies for faculty members, putting out library publications, making library displays and working to build up the collection by studying bibliographies in various fields, by interpreting the library's resources to the clientele, by encouraging reading among students and by doing a more creative job than they are able to do at present because of the immediate and continuing clerical needs.

LIBRARY MINOR

It had been the desire of the Acting Librarian to plan for the beginning of a Minor in Library Service to coincide with the opening of the new library. After much thought, it is her recommendation that this be delayed until at least September 1964. Problems involved in moving should be solved before we go into this development. It would be wiser to wait until the administration of the new library is in good working order before we attempt the Library Service Minor program.

PREPARATIONS FOR MOVING

It is suggested that a meeting be arranged at the earliest opportunity with the President, the Superintendent of Buildings and Grounds and the Acting Librarian to discuss procedures to be used in transporting the library's collection to the new building. It is assumed that the moving will be done by the maintenance staff and by the entire faculty and student body.

FINE COLLECTION

Some system of collecting large fines and payments for lost books at the Business Office should be investigated. Many colleges do this - this could be a project the Faculty Library Committee might look into.

LIBRARY MANUALS

It is planned to work out a Library Manual for the use of faculty and students during the coming year so that it will be ready when we go into the new building.

JOB SURVEY

A job survey of clerical personnel needs to be made. This was done this year, but it is not complete and needs re-doing. After it is revised, it will be kept on file.

The fact that the librarians must take their vacations between September 1 and June 30 of each year makes it impossible to schedule professional staff members during August, after the summer session is completed. Those who have worked during summer session need the vacation period before the college reopens; those who have not worked in the summer do not report until September 1. This library has always been open during August, and this should continue, but it makes administration very difficult.

LIBRARY PUBLICITY

A stepped-up publicity campaign about the new library and the problems involved in moving should be started in the Montclarion this year. Student interest must be developed so that by the time we are ready to move, we shall have enthusiastic volunteers for the big job.

Respectfully submitted,

Claire M. Merlehan

Claire M. Merlehan
Acting Head Librarian

COLLEGE HIGH SCHOOL LIBRARY

Report of the Librarian

School Year 1961-62

1. Physical Facilities

At long last our new library furniture is here and much used and appreciated. The room has been painted and the whole appearance is greatly improved. Now all we need is adequate lighting .

2. Book Collection

The service from Campbell Hall directly to College High School has proven very satisfactory. The book collection is still being improved and up dated and outmoded material discarded.

If we could only get our magazines sent directly to College High School we could get better use of periodical literature. Weekly magazines arriving two weeks late aren't very useful for current topics. Some do not arrive from the college library at all. This matter is supposed to be adjusted by fall.

3. Activities of the Librarian

The librarian is much more than that. Besides ordering, cataloging, and processing the library materials, the librarian orients the new students in the use of the library. She also acts as a class advisor, a study hall supervisor, a reference librarian, and helps select material for college students, especially those taking the course, "Literature for Adolescents." Other English majors find our material very helpful. The librarian hopes that more extensive use will be made of the library by the new faculty members at College High School.

The librarian is also an advisor to the Lambda Omega Tau sorority of the college.

4. Special Study

A research study was made of the reading interests of the students in College High School. A scale was devised and given to all the students. Their reading interests were tabulated and analyzed. An effort is being made to correlate the library materials with these expressed interests.

5. Statistics

Books in Library, June, 1961	4702
Books Added	142
Books Withdrawn	70
Books in Library, June, 1962	4774
Total Circulation	2866

6. Recommendations

A. Direct mailing of magazines to College High School

B. Improved lighting

C. New type refrigerated drinking fountain outside library door

Respectfully submitted,

Dorothy Walter C.M.U.

Dorothy Walter
Librarian

Montclair State College
College High School
Report to the President
Academic Year
1961 - 1962

I. New Developments.

A. College High School Faculty Members played an active role in the determination of demonstration school policies.

B. Student handbook prepared. Book to serve as guide for College High School students and sample book for observers.

C. Several more demonstration teachers with rich background of experience with high school students employed.

D. Ethnic composition of incoming seventh grade class broadened.

E. Typical observational load better balanced over entire year.

II. Special Accomplishments.

A. Full-time high school staff member now serving College High School.

B. Social studies observations being reorganized and systematized under leadership of person under "A" above.

C. Demonstration social studies club organized by person under "A" above.

III. Building Maintenance.

A. Tables and chairs in library replaced. New additions match desk and shelves installed last year.

B. Several rooms were repainted during the fall.

C. Outside of window sashes painted.

D. Leak in roof repaired.

E. Ceiling in gymnasium repaired.

Kentucky State College
College High School
Report to the President
Academic Year
1963 - 1964

I. New Developments.

A. College High School faculty members played an active role in the discussions of community-school relations.

B. Students academically prepared. Most do appear as good as the College High School students and supply best for comparison.

C. Several more demonstration lessons with real involvement of teachers with High School students occurred.

D. Slight suspicion of lessening security gives clear evidence.

E. Typical conversations used point outcomes over equal time.

II. Special Accomplishments.

A. Full-time high school staff member was serving [illegible].

B. Social studies conversations being conducted on intellectual value leadership of private schools "C" level.

C. Demonstration social studies also is conducted by summer school "B" score.

III. Building Maintenance.

A. Toilets and chairs in library completed. New activities [illegible] and shelves installed last year.

B. Several rooms were repainted during the fall.

C. Outside of window screens replaced.

D. Lawn in need repaired.

E. Painting is remaining problem.

IV. Statistical

Table 1.

College High School Enrollment 1961 - 1962

	7th gr.	8th gr.	9th gr.	10th gr.	11th grade	12th gr.	total
Boys	15	15	16	15	14	13	88
Girls	15	15	14	15	13	15	87
Total	30	30	30	30	27	28	175

Number of teachers devoting full time to College High School	1
Number of teachers devoting part time to College High School	38
Number of graduates in June 1962	28

Table 2.

Summary of departmental student observations at College High School 1961 - 1962

Basic Business	316
English	2434
French	274
Health	50
Home Economics	141
Latin	234
Mathematics	1379
Music	28
Science	4010
Social Studies	4813
Spanish	301
Speech	53
Phys. Ed.	8
Total Observations	14,041

IV. Statistics.

Table I.

College Elgin Women Students 1922 - 1942

Yrs.	5th yr.	4th yr.	3rd yr.	2nd yr.	1st year	Special	Total
Years	12	12	14	11	14	14	78
Girls	14	18	14	15	17	12	87
Total	26	30	28	26	31	26	165

Number of Seniors Graduing 1922 also in College Elgin Normal 1

Number of Seniors Graduing year then in College Elgin normal 14

Number of Graduates in June 1922 27

Table I.

Summary of Experimental Studies/Investigations at College Elgin Women 1921 - 1941

Health Education	324
English	1024
French	271
Health	92
Home Economics	742
Latin	243
Mathematics	1317
Music	24
Science	1321
Social Studies	1217
Spanish	22
Speech	61
Phys. Ed.	1
Total Observations	7,645

V. Recommendations:

A. The College and department chairmen should continue to emphasize need for competent demonstration school teachers.

B. An additional staff member should be added to the near-full-time high school status.

C. Continuing pressure should be applied in the direction of an improved demonstration school facility.

D. College administration support actively needed for new seats in College High School Auditorium. This facility continues to be used by many outside groups.

Keith W. Atkinson
Director, College High School

KWA:EHP
October 15, 1962

V. Recommendations:

A. The College and Department chairmen should continue to explore the need for undergraduate demonstration school teachers.

B. An established staff member should be added to the department in the high school area.

C. Secretarial pressure should be applied in the direction of an improved transportation school facility.

D. College substitutions should be strongly limited for more emphasis on Junior High School Education. This facility continues to be used by many operating units.

Kirk A. Johnson
Director, Junior High School

KAJ:mmp
October 15, 1962

Montclair State College

Department of Business Education

Report to the President
Academic Year
1961-1962

I. Developments and Trends

1. Dr. Marion Collins was added to the department staff for the spring semester as a replacement for Dr. Nanassy. She will remain with us through January, 1963 at which time Dr. Nanassy is to return from his position as the Acting Chairman at ~~the~~ Teachers College, Columbia University.

2. The undergraduate majors included:

Business Education Department Table No. 1

	1961-62	1960-61	1959-60	1958-59	1957-58
Seniors	48	56	44	51	54
Juniors	49	56	63	35	40
Sophomores	44	46	67	70	50
Freshmen	24	43	68	75	80
	165	201	242	231	224

3. The "new" state curriculum is now in its fifth year of operation. We are not suggesting any additional changes in this program since the most recent revision of it has been submitted to the state for approval.

II. Special Features and Accomplishments

1. The staff spent a great deal of time in revising the present curriculum to meet the new state certification requirements in business education. The program which has been submitted to the state for approval now includes three main areas. One is the comprehensive program called "Secondary Business Education." It prepares students to

meet the certification requirements to teach all business subjects. The second main program is called "Secondary Bookkeeping and Accounting." It prepares students to obtain endorsements on the Secondary Teachers Certificate in bookkeeping and accounting, general business, and typewriting. The third main program is called "Secondary Secretarial Studies." It prepares students to obtain endorsements on the Secondary Teachers Certificate in secretarial studies, general business, and typewriting.

The minor programs will continue as in the past.

2. The Business Education Department cooperated with the college administration in providing secretarial and clerical assistance on many college projects.

3. The United Business Education award was given to Elizabeth Otto. The Epsilon Mu Epsilon award was given to Elizabeth Intelisano and Paula Reider.

4. Three of the staff members attended the National Association of Business Teachers Education Conference in Chicago. Four of the staff members attended the Eastern Business Teachers Association meeting in Boston.

5. Individual staff members participated in programs at Northwestern University, Brigham Young University, New York University, University of Colorado at Boulder, Columbia University, University of Southern California, Pennsylvania State College at Shippensburg, Hunter College, and professional meetings in Providence and Wilmington.

6. The department continued to help with the organization of the New Jersey chapter of the Future Business Leaders of America. The second annual convention of this group was held on our campus and was attended by 300 delegates, members, and sponsors from ten chapters.

7. Nine Business Education majors were on the Dean's 3.5 honor list and one was on the 4.0 honor list.

8. Dr. VanDerveer continued as editor of the Journal of Business Education and Dr. Nanassy as editor of the Business Education Index.

9. Several of the staff members contributed articles to professional publications.

10. The check cashing service continued in operation for the seventh year cashing approximately $50,000 in checks.

The placement record for the year is relatively good.

Almost 50% of the seniors have been placed and many appointments are pending.

11. Field trips were continued to the New York and American Stock Exchange, the Federal Reserve Bank, and the National Business Show.

12. New intensive classes for students who are exempt from taking the first semester of skill courses were introduced in shorthand and typewriting in addition to the accounting class which was previously in operation. These intensive classes have proven to be very helpful in giving the work in a short period of time so that the student is ready for the second semester course without any difficulty in making adjustment.

13. The department continued to take subscriptions from faculty members and students for Consumer Union Reports and Consumer Bulletin.

14. The department continued to experiment with new techniques in the College High School ninth grade course in business.

15. The department continued to experiment with new techniques in teaching shorthand.

16. This year for the first time an individual letter was sent to each freshman who was accepted for September admission welcoming him to the department. He was also told what he should do between now and next September to prepare himself for business teacher preparation. He was also invited to attend the department exhibit during the open house program.

17. The students and faculty members cooperated whole heartedly in planning and carrying out an excellent program at the college Open House. The exhibits and demonstrations received a great many commendations from prospective freshmen, their parents, present students, and their parents. The whole project was excellent for student and faculty morale.

III. Problems and Recommendations

1. One additional staff member is needed so that the department might offer service courses on an elective basis for the benefit of all college students in such subjects as Typewriting, Note-taking, Investments, Survey of Business, and Consumer Education.

2. The required work experience program should be organized so that it becomes a supervised summer work experience plan. The state department of education is very anxious to have this type of program in meeting the state certification requirement for work experience.

3. The admissions program for the Business Education department should be restudied to make sure that of the two hundred applicants at least forty would be available in September to meet the department quota.

4. Additional staff members will be necessary to offer the courses under the new curricula which have been submitted to the state education department for approval.

5. The department should pioneer in setting up undergraduate and graduate courses in the area of automation so that business teachers would be familiar with the newest trends in business organization.

6. Administrative time should be provided to permit the chairman to visit the new regional high schools which have been completed in the last few years.

7. The department should be given sufficient time to serve as curriculum and equipment consultants to the high schools in this service area.

[illegible]

[illegible]

[illegible]

8. The department should be given time to organize and conduct an in-service training program for business teachers and administrators in the service area.

9. The department should be given time to follow up its recent graduates to determine how the Business Education program could be improved.

10. The department should plan, organize, and conduct a good field trip course for the benefit of undergraduate students.

Montclair State College
Department of English
Report to the President
Academic Year
1961-1962

Membership

Professor Edward S. Fulcomer, Chairman
Professor Harold C. Bohn
Professor Lawrence H. Conrad
Associate Professor Steven C. L. Earley
Professor Russell Krauss
Assistant Professor Charles L. Leavitt
Assistant Professor Morris McGee
Assistant Professor Annie Dix Meiers
Associate Professor James P. Pettegrove
Assistant Professor Donald Seigel
Assistant Professor Terrence Sweeney
Associate Professor Frederic H. Young

Mr. Sweeney, a Fulbright visiting professor from New Zealand, was here for just the year. It should be noted that it is difficult for a visiting professor to assume adequate responsibility for routine courses. Necessary adjustments to a foreign environment are not easy for a visiting professor to make, and so he is unable to give students in routine courses the kind of attention which they should have. An exchange professor should not be expected to fill a regular vacancy, but he should be invited as a special professor to offer a selection of elective courses assigned to stimulate students' interest in a foreign literature and to widen their horizon of the world around them.

At the beginning of the second semester, Mr. Fulcomer retired as chairman of the department, and Mr. Bohn succeeded him. Mr. Fulcomer, after twenty-one years of outstanding service to the College, retired in June.

Consequently, a one-year appointment and a retirement made it necessary to appoint two new professors. Accordingly, Mr. John Roberts, a graduate of Union College and a teacher of distinction in Montclair High School and then in Paterson State College for the past five years, accepted an invitation to join the English faculty at Montclair. Mr. Roberts taught in the 1961 Spring Session at Montclair a course in Critical Writing which received high praise from the graduate students.

At the same time, Mr. John Almquist, a graduate of Upsala College and a distinguished teacher in the Montclair High School for the past seven years, was also invited to join the English faculty. Mr. Almquist's strength as a secondary school teacher is needed in the College High School to which he brings not only a wealth of background in literature, art, music, philosophy and writing but also an extraordinary skill in teaching.

Both Mr. Roberts and Mr. Almquist are nearing the completion of their graduate programs for the doctor's degree - Mr. Roberts at Columbia University and Mr. Almquist at New York University.

On June 1, Mr. Seigel resigned, and Mr. Herbert Reaske, a Yale graduate, was appointed to fill the vacancy. While in business, Mr. Reaske had taught at Fairleigh Dickinson for the past five years, and in order to devote himself exclusively to teaching, he retired from business on August first and joined the English faculty in September.

On the first day of the Summer Session, Mrs. Meiers announced her intention of retiring from the College at the end of the Session, and two days later submitted her resignation. Margaret Price Feierabend, a graduate of Vassar, was appointed to fill the vacancy. Mrs. Feierabend has taught in high school for several years and for the last few years in the Dutchess County Junior College. Along with her arts undergraduate background, she brings to her work at Montclair a professional background of graduate work at the Albany State College.

Altogether, the English faculty is one of strength. With one exception, they are all graduates of liberal arts colleges, so that they teach with the authority of thorough command of subject matter. At the same time, they are all professionally based either by virtue of graduate experience or teaching experience. Consequently, the problems that became increasingly evident during the academic year of 1960-61 will receive capable attention during the academic year of 1961-62.

The problems of the English Department are largely matters of curriculum, and they are to be found in all three areas of the College's academic activities: the undergraduate program, the College High School, and the graduate division. Three areas of the undergraduate program need special attention: the general education courses in freshman Composition and World Literature; the revision of several required courses; and electives.

For some time, the Department has been aware of difficulties in teaching and administering English 100C, the general education course in writing, offered to all non-English majors. Since not all students come equally well prepared to write acceptably, the problem of individual differences is apparent. Some are so well equipped that they do not need further instruction. Some are so poorly equipped that they need remedial help of a very individual kind. Some, of course, fall between these two

[illegible]

extremes. It has become, therefore, increasingly clear that steps must be taken to care for each of these three groups. The best prepared must be segregated and given a substitute course offering greater opportunities for academic development. Courses in advanced writing, in special types of writing like creative writing and journalism, or in literary forms, must be opened to such students. For the middle group, English 100C should provide primarily opportunity to write in sufficient quantity that good habits will be thoroughly established. For the group needing remedial training there should be a total class situation that can devote full attention to their needs. Obviously, if such improvements are to be made, there must be flexibility to administer such grouping, there must be sufficient faculty to provide the variety of courses needed, and there must be time provided for smaller sections to minister to individual needs.

The problem in World Literature is two-fold: first, the lack of time provided by a single semester; second, the possibility of duplicating what has been covered in the high school. About the first problem, there is little or nothing that can be done, so long as the curriculum of general education is devised as it is; consequently, the members of the Department who teach this course work as diligently as possible "within the limitations" of a curriculum. The second problem is not nearly the problem which it appears to be, for it is the Department's concerted experience that regardless of high school experience, the great majority of students have not yet had the benefit of discussing many world literature concepts on an adult level. Even many terms demanded by discussion of Hebrew and Greek literatures, for example, are unknown to them. The function of a word like "covenant," in the development of thought and experience in the Old Testament is a good example of the kind of extension that a college course offers beyond a high school course. Moreover, as greater emphasis is placed upon ideas utilizing concepts learned in high school, especially in relationship to other times and cultures, the students respond enthusiastically. This response indicates that there is need for approaching on a higher level, material to which the student has already been exposed in the high school.

It is hoped that next year attention can be given to scheduling the many sections of World Literature in such a way that sections can be combined into single large groups for lectures. A lecture by a single professor to a large group instead of lectures by several professors to several small groups will conserve valuable professorial time and energy to be utilized more profitably in other directions. The problem here is one primarily of scheduling.

As always, the general offering of required and elective courses needs examination to bring content up-to-date, to sharpen the focus of course descriptions, and to strengthen the present program by both additions and deletions.

With the passing of the years, it has been increasingly apparent that the English curriculum of the College High School needs revision to emphasize a developmental pattern, (particularly in reading and writing) as the

program moves from grade to grade. The relationship between what is taught in demonstration and what is advocated in the college course in methods must be strengthened. Findings in linguistics must be applied, and extensive reading must be emphasized. The differences between junior and senior high school in content of subject-matter and in methods must be sharply defined. To this end, the college methods course continues to be divided between two professors - one for junior, the other for senior; this division has proved very satisfactory.

The requirements for observation in the College High School by the college students have been completely revised in order to impress upon the undergraduates during all four years the dominant purpose of a professional college - the ways and means of accomplishing artistic and effective teaching. A copy of the new schedule is attached.

The curriculum of the English division of the Graduate School also needs examination. Additions, deletions, and revisions of courses are necessary. A glaring problem in the graduate role of the Department is the critical lack of faculty time. The graduate program should not be superimposed upon the undergraduate, for a load of 15-16 undergraduate hours is so heavy that it does not permit a professor to do justice to an additional graduate course. All graduate work ought to be "on load." To do so in the English Department will not be possible so long as the required undergraduate courses take all the professors' time. The only adequate solution of this grave situation is more faculty. Moreover, the problem becomes more pressing as the enrollment of the graduate, part-time, and extension division mounts.

In addition to their regular loads, members of the Department have been active in many extra-curricular activities: Mr. Pettegrove as adviser of the yearbook, La Campana; Mr. Conrad as adviser of the creative writing publication, The Quarterly; Mr. McGee as adviser of the college newspaper, The Montclarion; Mr. Earley as adviser of the very active and productive English Club; Mrs. Meiers as chief Fire Warden of the College and as sponsor of membership in the National Council of Teachers of English; Mr. Fulcomer as adviser of Aldornia, the English honor society; Mr. Bohn as adviser of the Twelfth Grade in College High School and of the undergraduate men's organization, The Senate. Each member of the Department has contributed to the welfare of the College by being the adviser of a group of undergraduates.

Beyond the College, various members of the Department have made professional contributions. Mr. Pettegrove has met several groups of English teachers, junior and senior high school, to talk on the English curriculum in high school today. In January, Mr. Young addressed the honor students in Metuchen High School on "William James: Psychologist and Philosopher"; Mr. Leavitt gave two lectures to American Literature students at the University of Wisconsin; Mr. Bohn spoke to the English teachers of Somerville High School on "Trends in the Teaching of Shakespeare to Secondary School Students." Members of the Department welcome such opportunities to serve professionally.

From July 27 to August 4, Mr. Young delivered seven lectures and conducted seminars on American Philosophy at the University of Melbourne and at Monash University in Melbourne, Australia and at Victoria University in Wellington, New Zealand. On his way to Melbourne, he delivered a public address on "Philosophy of the Civilization and Culture of the U.S.A." in the City Hall, Curepipe, Mauritius.

To further their grasp of subject-matter in teaching the literature of the world, Messrs. Earley, Krauss, and Leavitt traveled to Europe, Mr. Earley concentrating on the Holy Land to further his knowledge of biblical background, and Mr. Leavitt concentrating on Greece to further his knowledge of background of Greek Literature.

Professionally and culturally, the members of the Department of English continue to bring to their work a high standard of performance and accomplishment.

Three members of the Department should be considered for full professorships: Earley, Pettegrove, and Young. Mr. Pettegrove, who does not have a doctor's degree, has served Montclair with distinction for twenty-five years, both as teacher and scholar. Mr. Earley has been a teacher of extraordinary ability. He has carried his work beyond the classroom into extra-curricular activities of far-reaching influence. He began his teaching at Montclair in September, 1956. Mr. Young has been a member of the faculty for twelve years and during that time he has been the author of a book that has received the highest praise in scholarly journals and reviews; he has been a Fulbright Professor in India, where he delivered at several universities lectures on contemporary philosophy. Last summer he lectured in Australia and New Zealand. Both Mr. Earley and Mr. Young have earned doctor's degrees.

Harold C. Bohn
Chairman, Department of English

HCB:A

From July 27 to August 1, Dr. Irons delivered seven lectures and conducted seminars on American Philosophy at the University of Melbourne and at Monash University in Melbourne, Australia, and at Victoria University in Wellington, New Zealand. On his way to Australia, he delivered a public address on "Philosophy of the Civilization and Culture of the U.S.A." in the City Hall, Honolulu, Hawaii.

To further their group of subject-matter in teaching the literature of the world, Messrs. Hurley, Sheley, and Lappin traveled in Europe. Dr. Hurley concentrating on the Holy Land to further his knowledge of biblical background, and Dr. Lappin concentrating on Greece to further his knowledge of background of Greek literature.

Professionally and scholastically, the members of the Department of English continue to strive to reach a high standard of performance and accomplishment.

Three members of the department should be recommended for full professorships: Hurley, Palmgreen, and Irons. Dr. Palmgreen, who does not have a doctor's degree, has served the University with distinction for twenty-five years, both as teacher and scholar. Dr. Hurley has been a teacher of extraordinary ability. He has carried his work beyond the classroom into extra-curricular activities of far-reaching influence. He began his teaching at Honolulu in September, 1936. Dr. Irons has been a member of the faculty for twelve years and during that time he has been the author of a book that has received the highest praise in scholarly journals and reviews; he has been a Fulbright Professor in India, where he delivered a series of lectures on contemporary philosophy. Last summer he lectured in Australia and New Zealand. Both Dr. Hurley and Dr. Irons have earned doctor's degrees.

Dorothy C. Ross
Chairman, Department of English

REQUIREMENTS FOR OBSERVING IN THE COLLEGE HIGH SCHOOL BY ENGLISH MAJORS

Effective September 1962

The English Department requires English majors to observe teaching in College High School during all four of their years at Montclair as follows:

FRESHMEN,	5 observations	- to further the purpose of orientation.
SOPHOMORES,	15 "	- to study individual pupils in conjunction with the human growth and development course.
JUNIORS,	25 "	- to emphasize working with total class situations.
SENIORS,	45 "	- to become aware of total classroom procedure.

The required total number of observations for four years is 90.

This new requirement accomplishes the following:

1. Distribution of observations over four years to stimulate and gain professional perspective early and continuously;

2. Reduction of the pressure on seniors who heretofore have been required to make 60 observations in the first semester of the senior year;

3. Increase of the total number of observations from 60 required in the first semester of the senior year to 90 for four years, an increase of fifty per cent;

4. Utilization of College High School to emphasize its function as a demonstration high school.

To avoid mechanical fulfilling of the required number of observations and to emphasize professional benefits, the observer should keep in mind the following areas of relationship and activity:

1. Grade level: background and ability of students, occupational ambitions, individual differences.

2. Range of communication areas utilized: listening, speaking, reading, writing.

3. Specific subject-matter, such as, period, particular author, the literary form and its technical aspects.

4. Relationship of the subject-matter to the grade level and to individual differences.

5. Variety of methods, including use of audio-visual materials.

6. Artistic whole: organization of lesson taught leading to significant conclusion, and establishing an objective.

7. Relation of day's work to previous day's work and to succeeding day's work (adequacy of assignment).

8. Relation of particular lesson to the unit.

9. Relationship between teacher and students.

10. Problem of discipline and student response.

Freshmen may observe teachers and classes at random. Sophomores and Juniors should try to observe in sequence; at least four consecutive classes with one teacher. Whether at random or in sequence, these observations may be made at any time during the year. Seniors, however, must make all of their observations during the fall semester, observing preferably the grade taught by the teacher of Junior High School Methods in Eng. 401 when they are in his section, and likewise the grade taught by the teacher of Senior High School methods in English 401 when they are in his section. Consequently, Freshmen, Sophomores, and Juniors should avoid observing these two grades, usually the ninth and the twelfth.

Although no account of the observer's reaction is required, the Department recommends a keeping of such an account by the observer, so that he may aid his professional growth and critical outlook.

Each observer is required to file in the English Office the record of his observations. A mimeographed form recording the date, hour, grade, name, and class of observer must be filled in for each observation, and the form must be signed by the professor whose class is being observed. Thus, the required number of observations will be checked.

MONTCLAIR STATE COLLEGE

UPPER MONTCLAIR, NEW JERSEY

FINE ARTS DEPARTMENT

REPORT TO THE PRESIDENT — ACADEMIC YEAR 1961-1962

Fine Arts Staff

Full Time	Part Time
Paul Harris - On Leave	Helene Ross
Avram Kampf	Marion Schiebel
Charlotte Lockwood	
Charles Martens	
Mildred Osgood	
Jane Purcell	
Ralph Vernacchia	**Substitute**
Foster Wygant	
Lillian A. Calcia, Chairman	Brian Watkins-for Paul Harris

DEPARTMENT ORGANIZATION

Department meetings were held during the Fall semester once a week and in the Spring semester when decisions needed to be reached by the entire faculty.

Communication within the Department was improved in the Fall by the installation of a telephone in WA 39.

Dr. Harris requested an extension of his leave for an additional year. He will return in February 1963. We were fortunate in that Mr. Brian Watkins accepted a permanent position with us for next year. He will cover Dr. Harris' program in the Fall. Mrs. Marion Schiebel accepted the substitute position opened by Dr. Harris' continued leave.

INSTRUCTIONAL PROGRAM

College High School

The division of instructional program of the High School between two or three faculty has always been unsatisfactory and so it was decided to make one instructional program to include the College High classes and the art education courses. This is the best way to handle this situation. It has however the serious drawback of isolating this instructor from the art students and staff. Miss Jane Purcell, who had this position this

year has decided to return to her native California. Next year because of programming difficulties the College High classes will again be divided among three faculty members.

F.A. 100 Introduction to the Visual Arts

Chairman: Helene Ross

The emphasis this year has been on the change, development and improvement of the general education course, Introduction to the Visual Arts. Last year the detailed syllabus was re-written and it was decided that we would make an attempt to test in as objective a way as we can in Fine Arts, the effectiveness of the course. Five questions were devised to indirectly measure the degree of achievement of the stated goals of the course.

This test was given to eight sections the first meet- of the class in September. The items of response to each question were counted and recorded. At the conclusion of the course these test papers were returned to the students. They were asked to examine what they had written in the beginning of the course and to make changes and additions. The new items were counted, recorded and a total score was recorded.

The raw data has not been treated as yet statistically. It reveals however that all students attained a higher level of achievement on all five questions. The responses to the questions also revealed the areas of least preparation of entering students. This indicates areas which should receive greater emphasis in the course.

At the conclusion of the course in the Fall and in the Spring semesters an opinnaire test was given to ascertain attitude of the students toward a required course in Art, in their attitudes toward the methods employed in the course and their interest in electives in Fine Arts. The results of these are attached to this report.

Yearly Report, 1962-1963
Fine Arts Department

Fine Arts Curriculum

Chairman: Lillian A. Calcia

A complete copy of each course in the Department with catalog description and course outline was mimeographed and put into book form. For the most part these courses seem to be fairly well set up for obtaining the goals of the Department. The exception is the course in Drawing which the staff feel needs more precisely defined goals and experiences on each level.

Studio Organization

Chairman: Lillian A. Calcia

The new studio created by giving up part of our stock room worked out in a generally satisfactory way. Some students had to work in the corridor and in Room 225 but this, it was decided, was at least as good as teaching painting in Room 221. Removing these art classes from WA 39 was the real achievement made by this change. WA 39 has been in excellent physical working condition all year.

Audio-Visual Material

Chairman: Charlotte Lockwood

Progress in this area of instructional materials continues. The slide collection under Miss Lockwood's direction is being rounded out 1) to include areas of weakness and 2) to include instructional sets of slides for Art 100.

Miss Lockwood continued to take care of ordering and following up on films for Art 100. The Fine Arts staff agreed that the fimls are a valuable experience in this course but aggravation continues to arise out of the need for instructors' 1) constant checking to see if the films will be available and 2) having checked, finding that for one reason or another the showing of the film does not occur at the scheduled time. It is hoped that the mechanics of organization can be improved next year.

Yearly Report 1961-1962
Fine Arts Department

Exhibits

Chairman: Foster Wygant
Co-Chairman: Lillian A. Calcia

The exhibit program has caused more work to the Art faculty involved than any other single activity this year. Heretofore the faculty felt that the Foyer of Memorial Auditorium was our space for exhibits. We have had each year as many exhibits as time and energy allowed.

In September we found that the scheduling of the use of the Foyer had been set up during the Summer by the new Director of Life Hall. The file of correspondence that developed was the fattest one and most unpleasant one of the year. Toward the end of the second semester the conflicts were resolved and it is expected that next year the exhibit program will run more smoothly.

In the Fall semester the Domjan and Kaufman exhibits were very well received. It is pleasant to report that the Art Acquisition Committee agreed to purchase one of the very large prints, Misty Queen Anne's Lace, the second print of five. It has been hung in the stair-well of Life Hall.

Cosla Exhibition

In the Spring of 1961 Dr. J. Seidman of the Education Department told us that through a relative of his he knew a Dr. O. K. Cosla of New York City, the owner of a large collection of paintings. It was his opinion that there was a possibility not only of an exhibit but also the gift of some of these paintings. It should be said here that this possibility of the gift of these paintings has conditioned all of our actions in our relations with Dr. Cosla.

In our first visit with Dr. Cosla and his wife, he indicated that he intended breaking up his collection into groups and giving them to colleges. At this time he offered to give us for exhibition purposes a collection of paintings, and indicated that he would give to the College about fifty paintings from his collection.

In the months ensuing the staff members of the Department met with him frequently in relation both to the exhibit and to the permanent gift. It was decided that in view of the importance of such a gift a fine brochure and a fine installation should be designed. In view of the value placed on the paintings by Dr. Cosla it was decided that the College High Lounge should be used since it offered the greatest control for the safety of the paintings.

[illegible]
[illegible]

[illegible]

[illegible]

Yearly Report 1961-1962
Fine Arts Department

There was considerable question in the minds of all, as to the accuracy of the attributions given by Dr. Cosla to the paintings but since we were not the owners we felt we had no right to raise any questions. In order to protectthe professional reputation of the College it was indicated clearly in the brochure that the attributions were made by Dr. Cosla.

The exhibition was opened on March 15th at a buffet luncheon of invited guests and closed on April 27th. The total attendance was 2111 and the amount realized on the brochure was $393.25.

It is the consensus of the members of the Fine Arts Department that whether or not the attributions are correct this is an invaluable collection to have as a teaching resource. The use of slides and printed reproductions can never take the place of contact with the genuine article. Although we are very near the metropolitan area we cannot require an adequate number of individual trips to give the students the necessary first-hand contact with works of art. An art collection and a gallery is essential as a teaching resource to an art department and as a means of development of the aesthetic level of the college community. The decision to house this collection in the new Library building is a very satisfactory temporary solution, but is hoped that in the new building program a gallery will be included in the Art Wing or that we may be given the space now occupied by the old Library in College Hall.

The Fine Arts Department wishes to express its appreciation to the College High School students and their parents for their generosity in giving the College High School Lounge for the exhibition. It is also deeply indebted for their willingness to allow the exhibit to remain through the month of May making it possible to leave the exhibition up for the May 20th Open House and for the Summer Session.

This was the first year that a point of load credit was given for exhibitions. It could not have come in a more appropriate year since the Cosla Exhibition entailed many man hours of work on the part of the staff, particularly Dr. Wygant, Miss Lockwood, Mrs. Ross, Mr. Vernacchia, Mr. Watkins. It should be noted that Mrs. Schiebel substituted without remuneration for a week of classes for the Chairman of the Department in order to free time to work on the exhibit.

The faculty members wish to express their deep appreciation to Dr. Partridge, the President of the College for his understanding and enthusiastic and untiring efforts to secure the Cosla Collection for the College.

Yearly Report 1960-1961
Fine Arts Department

BUDGETS, ORDERS, STOCKROOM

Chairman: Ralph Vernacchia

This aspect of our job went smoothly this year. Work in the stockroom has been curtailed with the reduction of the size of the stockroom. Faculty members have been efficient in turning in orders promptly and correctly. This year's experience suggests that in planning for a future expansion storage areas be related to the individual studios and that a general stock room for service to the Department and to the College as a whole be under the control of the Chairman of the Department or his delegate.

ART SERVICE

Chairman: Foster Wygant

During the year, six different students have been in this work scholarship group; only three or four were on scholarship at any one time. The output of the group has been somewhat less than last year - perhaps fortunately, since most of the work has been done at home for lack of open studio time and space here. The group has provided posters, programs, cover designs and display assistance to most of the instructional departments and administrative offices.

STUDENT TEACHING

Chairman: Lillian A. Calcia

This year as usual the Department Chairman interviewed each Junior and Senior student, a total of 97, to discover the best assignment for student teaching. These were sent early in the semester to the Director of Student Teaching. The Senior student requests were made early and for the most part we secured the services of the teachers we wished. As has been noted each of the past few years, it becomes increasingly difficult to secure the services of the best art teachers now that we have competition from Jersey City, Glassboro, Newark and Paterson art departments.

The hand book on student teaching was given a final revision and sent to the Director of Student Teaching following his suggestion that it be set up in a printed edition.

Yearly Report 1960-1961
Fine Arts Department

LIBRARY COMMITTEE

Chairman: Avram Kampf

We acquired this year $700 worth of books which are distributed in all subject matter areas of art. Guided by the "Harvard List of Books on Art", we have prepared a list of books to be purchased next year to fill certain gaps. We considered a policy whereby art books will not be permitted to be taken from the Library in order to minimize damage and loss.

SPECIAL INSTRUCTIONAL ACTIVITIES

The plan projected for an orientation program for the Fine Arts Freshmen by the three Freshmen instructors, Charlotte Lockwood, Brian Watkins and Lillian Calcia, was carried out.

The three major objectives of this program were to have the students:

1- realize that Art is created by persons who are self goal-setting,

2- creativity is conditioned by past experiences, and

3- modern forms of art have their roots in the historic past.

Mrs. Garland of the Education Department spoke on Perception, followed the next week by three films on Perception. Dr. Kampf spoke on a Modern Philosophy of Art. Mr. Watkins spoke on Concepts of Space in Modern Art. Following these four one-hour meetings the Freshmen instructors discussed with the students their reactions and questions.

Since in the past we have found students on the Freshman level questioning their interest and ability to teach art as well as what it is like to teach art, we invited Miss Bernice Magnie, Supervisor of Art in East Orange to talk about the art teacher's job. The consensus of the faculty indicates that this orientation program is desirable, that it should be held early in the semester but spaced over a longer period of time.

Yearly Report 1961-1962
Fine Arts Department

For the College Open House Day all studios were set up in good order. There were exhibits of student work. The Fine Arts Association under the direction of Miss Lockwood set up an outdoor exhibit of art work. There was a continuous puppet show under the direction of Miss Osgood in the Art Library during the afternoon.

The major field trip this year was a three day visit to Baltimore and Washington museums by the Junior class in connection with the course, Art in Civilization. Dr. Kampf, the instructor of this course and teacher of Art History on the Barnard College staff conducted the trip.

The staff again agreed that the Thursday meeting of the Fine Arts majors has proved to be a most worthwhile practice. This year however the emphasis was placed on meetings of class levels for the purpose of student advisement, orientation program for Freshmen, placement in student teaching, meetings of the Fine Arts Association, planning meetings for the Cosla Exhibit and the Senior Exhibit.

The entire Department met to see a demonstration on wood cuts by Joseph Domjan, to hear a talk by Louis Spindler on his paintings, to see a demonstration by John Jacques Duval on his method of making a stained glass window. Professor Pillai of India met with nine classes of Fine Arts majors and discussed with them the arts of India.

SPECIAL CONTRIBUTIONS AND ACTIVITIES OF THE FACULTY

Avram Kampf: toured Turkey, France, Greece and Holland summer 1961; spoke at the National Art Museum of Israel on Synagogue Art in the United States; read a paper in the Hebrew University in Jerusalem on the "Biblical Theme in Contemporary Art"; received the degree of Doctor of Philosophy at the New School of Social Research in June; developed for publication his doctoral thesis the "Study of Contemporary Synagogue Art"; participated in a conference on religious buildings sponsored by the American Institute of Architecture.

Charlotte Lockwood: attended national conference of the American Craftsman's Council in Seattle, Washington in August, 1961; attended an invitation conference on textiles at the Philadelphia Museum College of Art in Philadelphia, Pennsylvania in October; participated in planning and manning a workshop in textiles at the NJEA convention in November; participated as a speaker on textiles in a seminar entitled

Yearly Report 1962-1963
Fine Arts Department

"Heirlooms of the Future" at the Montclair Art Museum in April; acted as adviser of the Fine Arts Association which had the following activities: float for homecoming parade, two plays for Happenings, assisted by Mr. Watkins on dramatic projects, an exhibition of the art of children taught in Junior Practicum, final outdoor exhitition of the art work of students in the Department for Open House Day.

Charles Martens: gave a lecture and showed slides on Photography to West Essex Camera Club; gave a lecture on Photography to Northern Section of NJAEA; acted as adviser to Educational Programming for Unitarian Church, Summit; gave slide lecture to Oak Civic Association; gave a one-man show of Photographs of Russia at the Argus Gallery, Madison.

Mildred Osgood: taught three classes of Fine Arts who gave puppet shows to many schools, church groups in the service area of the College; attended a session of programmed learning at Pratt Institute; attended two sessions of the American Film Festival; exhibited a marionette in the Argus Gallery in Madison.

Helene Ross: exhibited prints at the Art at Mid-Century Show at Orange and sold the largest number of prints in this show; exhibited at "Creative Arts of Parents and Teachers" at South Orange Junior High School, organized and hung this show; exhibited at Elizabeth YMHA, Westfield Hadassah, Farbrook Country Day School, Highgate Gallery and Argus Gallery; addressed the Honor Society of Orange High School; addressed the Newark Dental Club Auxiliary; made drawings for publications of Elizabeth Hebrew Education Association and South Orange Junior High Honor and School Association; acted as a judge for the Craft Show of First Mountain Crafters of Essex County.

Ralph Vernacchia; addressed Youth Group at Congregation Beth El, South Orange, on Development of Modern Art.

Brian Watkins: one man show of Sculpture at Bodley Gallery, New York City; Westfield Council of Church Women art exhibit; Monmouth College Annual Arts Festival, received honorable mention.

Yearly Report 1951-1952
Fine Arts Department

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

Yearly Report 1961-1962
Fine Arts Department

Foster Wygant: served as adviser to Kappa Pi; directed the work of the student art services group; served as a member of the Committee on Academic Standards, Art Acquisition Committee and the Committee on the conference, "Who Shall Be Educated?"; shared with Mr. Tressler of the Industrial Arts Department the design, construction, transportation, mounting and supervising of the College exhibit at the NJEA Convention; exhibited at the Argus Gallery, Madison; appeared as guest of Dr. Burton Wasserman of Glassboro State College on a television program, "At Home With Art", originating in Philadelphia.

Lillian A. Calcia: toured Denmark in the summer of 1961; chairman of the Art Acquisition Committee; member of the Curriculum Committee; co-chairman Exhibit Committee; an invited panel member of the NJAEA conference at Newark State College; invited to act as advisory editor for a series of art text books; evaluated transcripts for teachers applying to State for certification to teach art.

RECOMMENDATIONS

The Chairman of the Department recommends the appointment of Foster Wygant to act as Chairman for the year 1962-63. This request is made to permit the present chairman to devote more time to the preparation of materials for publication.

The expansion of the Department to a faculty of 10 and a student body of 160 majors plus a service course to 300 students has enormously increased the use of audio-visual materials of instruction. It is the consensus of the faculty that for efficient use the Department needs to have control over its own audio-visual teaching materials and equipment. The Department would still wish to have the assistance of the Audio-visual Department in training operators, selecting and servicing of equipment.

The Department again recommends the establishing of a Master's Degree in Art as this degree is not offered anywhere in the State and since we have a competent faculty qualified in terms of higher degrees. Each year we learn of excellent art teachers taking master's degree work in other fields because the master's is not offered in art.

LAC:ho
6/15/62

Faculty Report 1951-1952
Fine Arts Department

Walter Tryoski served as advisor to [illegible] the work of the [illegible] Committee. [illegible] member of the Committee on [illegible] and the [illegible] of the University. [illegible] started with the [illegible] of the [illegible] Department [illegible] design, [illegible] and supervision of the College exhibit [illegible] exhibited at the [illegible] Gallery, [illegible] guests of Dr. Morton [illegible] on a television program, "[illegible]", [illegible] in Philadelphia.

William S. [illegible] served [illegible] as Chairman of the Art [illegible] Committee [illegible] invited panel member of the [illegible] conference at [illegible] College; invited to act as advisory [illegible] for a [illegible] art [illegible]; [illegible] certification in [illegible] art.

RECOMMENDATIONS

The Chairman of the Department recommends the appointment of Walter Tryoski to act as Chairman for the year 1952-53. This request is made to permit the present Chairman to devote more time to the preparation of materials for publication.

The membership of the Department is a faculty of 11 and a student body of 140 majors plus a service course to 110 students [illegible] has noticeably increased the use of audio-visual materials of instruction. It is the consensus of the faculty that for efficient use the Department needs to have control over its own audio-visual teaching materials and equipment. The Department would still wish to have the assistance of the Audio-visual Department in [illegible] equipment, [illegible] and servicing of equipment.

The Department again recommends the possibility of a Master's Degree in Art or this degree [illegible] in the State and since we have a [illegible] in terms of higher degrees. Each year we [illegible] art teachers seeking master's degree work in other States because the master's is not offered in art.

A. 100 Introduction to the Visual Arts

ummary of the results of an anonymous opinionaire administered to approxi-
ately 200 students each semester at the conclusion of the course in
anuary 1961 and June 1962.

	No Value Jan.	No Value June	Little Value Jan.	Little Value June	Some Value Jan.	Some Value June	Consid. Value Jan.	Consid. Value June	High Value Jan.	High Value June
what value was the course as a whole?	2%	2%	5%	3%	33%	22%	36%	45%	24%	26%
what value were the studio activities?	4%	2%	11%	11%	32%	26%	28%	33%	22%	26%
what value were the readings required?	9%	7%	25%	22%	40%	38%	14%	25%	12%	8%
what value were the trips required?	11%	1%	7%	2%	12%	14%	23%	28%	44%	55%
what value was the textbook?	15%	23%	34%	19%	20%	32%	27%	16%	6%	6%
what value were the films?	-	0%	-	10%	-	26%	-	40%	-	24%

	Yes Jan.	Yes June	No Jan.	No June
you think the course should be required?	80%	80%	20%	20%
you think you would have taken an art course as an elective had it not been required?	47%	50%	52%	50%

you phn to elect any art courses ad your free electives? If so, check the titles of courses you would like to elect.

Studio Courses	January	June
Home Design and Community Planning	53	47
Painting	71	38
Sculpture	45	29
Ceramics	44	41
Metalwork (Jewelry and enameling)	28	25
Textiles (Weaving)	37	15
Print Making (Silk screen, linoleum block-printing, wood cuts, etc.)	32	26
History of Art Courses		
Art of the 19th Century	28	20
Art of the 20th Century	41	31
Modern Philosophies of Art	52	32

Introduction to the Visual Arts

Answer ALL the questions in the booklet provided. Write your answers in the space provided. Only 250 [illegible] should be written in the margin to the answers in every [illegible] case [illegible].

	No Value	Little Value	Some Value	Important Value	Very Important Value
What value does the museum as a whole?	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
What value does the gallery activities?	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
What value does the meeting rooms?	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
What value does the video equipment?	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
What value does the cafeteria?	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
What value does [illegible]?	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

	Yes	No	Don't Know
Do you think the museum should be revisited?	[illegible]	[illegible]	[illegible]
Do you think you would have known as the museum as an activity had it not been recommended?	[illegible]	[illegible]	[illegible]

Please in place any any comments in your own words. Alternatively, if so, please tick [illegible] you would like to share.

Profile Comment	Yes	No
Does Detail and Community Classes	[illegible]	[illegible]
Painting	[illegible]	[illegible]
Sculpture	[illegible]	[illegible]
Ceramics	[illegible]	[illegible]
Exhibitions (Temporary and Permanent)	[illegible]	[illegible]
Textiles (Weaving)	[illegible]	[illegible]
Other Making Film Screens, Installations, Printing, Mixed Media, etc.	[illegible]	[illegible]

Ministry of the Museum	
Art of the Open Country	[illegible]
Art of the Blue Country	[illegible]
Modern Philosophies of [illegible]	[illegible]

Annual Report

FOREIGN LANGUAGE DEPARTMENT-1961-1962

Activities on Campus

1. Foreign Film Festival

Presentation of French films, Italian (2 showings), Spanish, Greek (2 showings), and a German puppet show to which N.J. high school language teachers and classes, the college community, and town people were invited.
$1200 cleared for the Margaret D. Nelp Scholarship Fund for Study Abroad. Approximately 2000 high school teachers and students were brought to the campus under these auspices
Special exhibits were arranged in connection with each of them, thus doubling the instructional opportunities for those attending and college students serving on committees in preparation.

2. State German Scholarship Examination was administered to some 75 high school students on the MSC campus under the supervision of the German staff.

3. Pan American Assembly was arranged by the Spanish Department.

4. Spanish Honor Society sponsored a lecture in the Fall to which representative High school teachers and their students were invited.

5. The Spanish Drama class presented scenes from plays for the Spanish Department at New York University.

6. French, Spanish, and Latin students returned to their high schools and spoke to language classes and clubs.

7. FL students tutored language students in College High and from other high schools as calls for such service were received.

8. Latin students conducted a Workshop on "Latin in College" at the state convention of the Junior Classical League in Trenton.

9. They also assisted in proctoring and grading state contest examinations in Mythology and Derivatives which had been prepared by the Lat. of the FL Dept. at the state convention.

10. The Roman Drama class organized a bus trip open to the campus to the play in N.Y. presented by the Greek National Theatre.

11. Field trips were organized by the various languages to a French, Spanish, and German production. All of these were importations from abroad.

12. Each of the languages arranged field trips to the Museums in N. Y.: the Metropolitan, the Museum of Modern Art, the Cloisters, as well as to the Hispanic Institute, and the Cultural Embassies.

13. The French Dept. staff and four of the seniors attended the lecture at the Waldorf-Astoria by Andre Malraux, the Cultural Ambassador of France.

14. The French Dept. initiated a charter of the National Honorary French fraternity, the charter charter in N.J.

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[illegible]

[illegible]

2. [illegible] Fish Institute

[illegible]

3. [illegible]

4. [illegible]

5. [illegible]

6. [illegible]

7. [illegible]

8. [illegible]

9. [illegible]

10. [illegible]

11. [illegible]

12. [illegible]

13. [illegible]

14. [illegible]

15. French and Spanish students assisted in the meeting of the N.J. Modern Language Association on the MSC campus.
Latin students assisted in the meeting of the N.J. Classical Association on the MSC campus.

16. The honorary Latin fraternity sponsored a volunteer Greek class, meeting once a week with Dr. Schonheim.

17. The Freshman Latin class organized a volunteer discussion group which met once a week.

18. The Latin Dept. staged a Christmas party to which each student was privileged to invite 2 of his teachers, the administration, representatives from the other Foreign Language Clubs, and the foreign students.

19. Spanish students contribute a $1 each to a book collection for use by the Spanish department.

20. The Alliance Francaise presented a senior French major a scholarship for $100.00

21. The German Cultural Institute presented a set of books to an outstanding student in each of the German classes.

22. Three French students and three Spanish students were awarded Margaret P. Holz Scholarships for study in universities in France and Spain, 1962-'63.

23. Students from the FL Dept. served as hosts "in costume" at the all-college Open House on May 20.

24. Survey of alumni of FL Dept. and FL teachers in North Jersey area with the view to expanding graduate program in Foreign Languages.

25. A new Humanities elective: Classical Mythology, open to all students offered by the FL Dept.

26. A new Field Studies course in Roman Civilization entitled [illegible], a travel study course in Roman history and archaeology - England, France, Germany. Twelve teachers participating in addition to Miss [illegible] as co-director.

27. Invitation to give ten illustrated lectures to high schools, college, state and regional classical associations based on summer's experience. Publicity, reception, and follow-up spelled success of tour.

28. Copies of entrance examinations in Latin Dept. sent to teachers of high school seniors making application for admission as Latin majors. Letter of congratulation and explanation of departmental program to each student who was accepted as prospective Latin major.

PERSONAL - Book

1. Representative of Classics to a small invitational conference on Curriculum Development at the Univ. of Minnesota.

2. Member of the Executive committee of the Committee on Teacher Preparation of the American Council on Education.

3. Invited to participate in Social Studies and Humanities Curriculum Program, a conference arranged by the Educational Services Inc. and the Am. Council of Learned Societies at M.I.T. (Endicott House)

4. Group discussion leader at N.J.E.A. Professional Conference on Programmed Instruction.

5. Trustee of Vergilian Society of America.

6. Appointed to advisory council of the Dept. of Classics at Princeton University.

II. Goals for the coming year

A. Preparation of a brochure on FL at MSC to be distributed to guidance directors, teachers, prospective students.

B. Preparation of a brochure describing the MSC Study Aborad Program, both because it is unique and to increase financial support from alumni and foundation aid for enlarging the scope of the program.

C. Establishment of a Materials Center for Display and Distribution to language teachers.

D. Sponsoring a conference on FL in the junior high school.

E. Production of a Christmas program with cooperation of Music Dept. combining students in high school and college classes.

F. Sponsoring of lectures by distinguished professors from foreign universities who have assignments as visiting professors in U.S. e.g. Rex Warner, biographer of Caesar, visiting at Bowdin College, and Ronald Syme, Roman historian at Oxford Univ., visiting at U. of Pittsburgh.

G. Sponsoring with foundation support a series of lectures on Hispanic-America themes.

H. All day field trip to Philadelphia (once every four years) to visit University Museum, Dept. of Classics, and Library of the Univ. of Pa. as a resource center for students and teachers in south Jersey, and because the museum collection is quite different from the holdings in N.Y.

I. Cooperation with Drama dept. in the presentation of Oedipus Rex in the spring or in the bringing of some production to the campus of classical interest for teachers and students of English and Latin.

J. Summer program in French, Spanish Latin (Workshops, Institutes)on the campus; repetition of"Roman Roads" in Europe.

K. Planning of semester abroad in junior year for FL students.

III. Supervision of Dept. activities and instruction

With a load of 17 hours in the Fall, [illegible] load, and 16 in the Spring I did the minimum of class visiting, although I did attend or hear from my office classes, being conducted in the adjacent room, the 10 (1) members of the dept. not on tenure. I urged the person who acts as official representative for each of the languages to visit classes in that language and report to me. I had individual conferences discussing strengths, weaknesses, and future plans with every member of the dept. I made every effort to be present at all student functions and to write notes of appreciation to them for the projects they had undertaken, as well as noted to students on the Dean's list, and any of them winning special honors. Endless time was spent in conferring with teachers in the field, principals, superintendents, and students in individual conferences. This is valuable, important to those seeking help, and more time needs to be allowed for that purpose, especially since we are the one teacher training institution preparing FL teachers.

C. L. Boldt, chairman

Annual Report

Latin Department 1961-62

Clubs:

Sigma Nos - open to all Latin majors and minors. Participated in chiefly by underclassmen of whom the most active were freshmen.
Activities beyond regular business meetings
1. Fall welcome to department faculty
2. Assistance in connection with assembly program
3. Hosts to h.S's on campus.
   a) for Greek film and exhibits
   b) for entrance exam and interview
4. Christmas party for all faculty
5. Carnival booth
6. Spring party for senior majors and minors

The Sigma Phi Elective for upperclassmen qualifying by grades and interest in major.
Activities beyond regular business meetings.
1. Initiation of new members with alumnae and faculty guests.
2. assistance in connection with Greek film
3. sponsorship of extra-curricular, no credit class in beginning Greek given once weekly in late afternoon open to all.

Classes - Aims: 1. To develop love for and ability in the Latin language and literature.
2. To develop the kind of scholarship that best becomes classical studies.
3. To develop the kind of students who best bespeak the total personality characterized by the concept called "humanism"
4. To give to teachers-to-be the methods and tools whereby aims stated in 1.2.3. can best be passed on to future students.

Aim beyond regular class meetings is the understanding of, cooperation with and participation in the administering of departmental projects which seek widening personal horizons through
1. acquaintance with books purchased for personal use and enjoyment.
2. collection of materials pertinent to the contribution of the ancient to the modern world.
3. discussion in extra-curricular session, of basic needs and drives of man
4. self-identification of the individual
5. identification of self as part of a total social enterprise like the
   a) home-coming program
   b) travel assembly which aimed to share the experience of two with the general college community.
   c) bringing to the campus of high school students and teachers to emphasize the continuity and coherent process of learning on all levels.

6. participation by the juniors in a high school Junior Classical League conference in Somerville on a Saturday.
7. Two departmental visits to the Metropolitan Museum in New York to benefit from a professional lecturer in the field of Classics
8. Organization of specifics to be observed first semester by juniors in the conduct of high school classes.
9. Many individual conferences with juniors for planning and evaluating effectiveness of their brief presentations of collateral materials in second semester in high school classes.
10. Faculty availability and interest in the questions and problems - both personal and professional of the students in the department.

Personnel: All 3 faculty members are members of professional organizations on all levels.

All participate in these organizations via attendance at meetings in N.J., Conn. N.Y. authorship of articles, editorship of journals presentation of papers and illustrated lectures participation in workshops and conferences. The most recent being Dr. Dock's in the Conference on Social Studies and Humanities at N.Y.U.

All spend much time in study of current developments in Classics and in Education in general

All realize the need of being close to and sharing with the students their work and their knowledge.

pcc

Latin Department 1961-1962

The activities of the Department, both class and club and the professional activities of the staff have been included in other places within the report. This is designed as a statement of progress accompanied by some recommendations.

The greatest improvement which has been realized is in personnel, I feel. Strong staff appointments in Miss Kibbe and Dr. Schoenbohm (I mention) gave two full time positions (Dr. Schoenbohm time the equal of my hours assigned to administration) Miss Kibbe and I carried an overload in order to offer the program and give the kind of supervision to class activities we wish to offer, but this provided the students with a breadth of opportunity and personality it had not previously had the benefit of. To have three people working harmoniously and with genuine dedication for the best interests of the students has given real morale to the Latin classes, their attitude and their work habits. It has been the greatest source of personal satisfaction to me to have come from active trading of all the Latin classes in the College and College High School to sharing at last, the responsibility with staff members capable of developing and carrying a program. The students have recognized and appreciated our willingness to go beyond the call of duty. Miss Kibbe is conducting a voluntary directed discussion hour once a week with freshmen; Dr. Schoenbohm is conducting a voluntary Greek class once a week and I am conducting a grammar review session 8-8:30 four mornings a week in addition to our usual club activities and projects. We believe in instilling in them the idea of service and giving of one's self in the performance of this job and we see signs of and awareness and improvement in them. They have benefitted from the enrichment the three of us have consciously given. The freshmen class under Miss Kibbe's direction is the most cooperative, most promising class we have ever had. They have gone the extra mile at every turn in the road. The sophomores were the most active group on campus we have ever had. The juniors showed the most professional growth of any group we have ever had. They revelled and prospered in the new hour of their 301-302 which was set aside for materials for teaching Latin. The amount of work they did was phenomenal and their interest unprecedented. That coupled with the 304 elective, Latin literature for the high school. The reorganization of their observation and participation program in the junior year and summer assignments should send them out the best prepared class we have produced. The senior Latin majors are the worst the department has ever turned out and though they made some gains during the year reconstruction was almost impossible in so short a time. This reported attack on our program we feel, will attract better students as the quality of our instruction continues to improve.

CRB

FRENCH

ENROLLMENT FALL SEMESTER

		Enrollment	
100 A		13	Dr. Standring
200 A		7	Dr. Standring
101	2 sections	27	Dr. Szklarczyk
	1 section	11	Dr. Standring
201	2 sections	23	Mrs. Cressey
301		15	Dr. Szklarczyk
402	2 sections, majors	12	Mrs. Cressey
	minors	12	Mrs. Knecht
405	elective	12	Mrs. Cressey
Dr. 9		30	Dr. Szklarczyk
Dr.11		22	Mrs. Knecht

ENROLLMENT SPRING SEMESTER

		Enrollment	
100 B		12	Dr. Standring
200 B		7	Dr. Standring
102	3 sections A	11	Mrs. Knecht
	B	14	Dr. Szklarczyk
	C	12	Mrs. Cressey
202	2 sections	26	Mrs. Cressey
302		15	Dr. Szklarczyk
306	elective	15	Dr. Standring
310	elective	19	Dr. Szklarczyk
404		13	Mrs. Cressey
Dr. 9		30	Dr. Szklarczyk
Dr.11		22	Mrs. Knecht

DEPARTMENT ACTIVITIES

The French Department had a successful showing of two short movies: "Ballon Rouge" and "Crin Blanc" in October for Junior and Senior High School students for the benefit of the Margaret B. Holz fund for study abroad. Though we only cleared $350, this venture greatly benefited our students and the students in schools nearby.

Consultant on Campus

We also succeeded in securing the services of Mr. Mauger as a consultant on November 4th, 1961. Author of books well known in the United States and a remarkable scholar and teacher, he brought to the campus an understanding of our problems. He spent several hours with us visiting and talking to the students, and evaluating our results. He was very pleased with the department and praised it highly, giving us renewed confidence in our philosophy and methods.

The French Club

In 1961-62, the French Club sponsored and participated in a number of activities worthy of note. At an early meeting, slides depicting scenes of university life in Caen, Dijon, and Grenoble were shown by the three students who had spent the previous year in France, under the Margaret B. Holz Scholarship Plan. Dramatic presentations shown at the French Club meetings during the year included scenes from L'ANGLAIS TEL QU'ON LE PARLE, By Tristan Bernard, and LE PETIT MALADE, by Georges Courteline, presented by members of the Freshman Class; scenes from LA LEÇON, by Eugene Ionesco, presented by members of the Sophomore class; and scenes from TOPAZE, by Marcel Pagnol, presented by members of the Junior class in connection with their elective course in French Drama for High School.

The second semester, under the energetic and capable leadership of Stephen Horowitz, the French Club sponsored a lecture by Melle. Martine Uriani, a native French student of college age, a trip to the Institut Francais in New York to view the Sacha Guitry film LA CHABLE POITEUX, and a visit to the liner "France", which was combined with a Department field trip. Worthy of particular mention is the film DIEU A BESOIN DES HOMMES, presented by the French Club in the Memorial Auditorium, for the joint benefit of the Club and the Holz Scholarship Fund. The club also participated in the Carnival, with a noteworthy display of garters and legs (ceramic), and remarkable prizes (ceramic) created entirely by members of the Club.

Particular commendation is due to President Stephen Horowitz and his officers, Frank Rosa, Barbara Zidowecki, Esther Cohen, and Renee Lasher for their energetic and capable leadership during the spring semester. This group of officers showed exceptional imagination, enthusiasm, cooperation, and conscientiousness in their administration of the Club's affairs. They deserve commendation for their executive ability and their strong sense of responsibility.

Alliance Francaise of Montclair

The French Department worked closely in extra-curriculum activities with the Alliance Francaise of Montclair. The President of the Alliance presented two of our students with awards at the first meeting of the French Club. Miss Jean Osowitt received the Medal for greatest improvement in French, Miss Margaret Kiefer received the Prix Davier, a small cash award for greatest interest in French language and civilization. At the May meeting of the Alliance, Miss Mary Tomorowski was awarded a $150 scholarship to go to Middlebury College for the summer. She will continue there and go to France with the group for theyear 1962-63 and receive the Masters of Art's degree in June 1963.

We attended as a group as many meetings as possible. The hour is difficult since we are usually busy with our own meetings at school on Monday afternoon.

The French Institute in the United States

After some of our best students had attented lectures with us at the French Institute, they became interested in using the Institute's facilities, library, lectures, movies. We are also pleased with this contact. The more French people our students can meet the better they will be in language and understanding of civilization.

We were invited to hear the speech given by Monsieur Andre Malraux, Ministre d'Etat charge des affaires culturelles at the 50th anniversary of the French Institute of New York held at the Waldorf Astoria, May 15, 1962. Four of our seniors came with us. It was a memorable occasion for them.

French Honor Society

This year, a chapter of the National French Honor Society, Pi Delta Phi, was established at Montclair State College. Correspondance with the National Officers was undertaken in November 1961 and, in May 1962, the Montclair Chapter was chartered and designated the Gamma Kappa Chapter of Pi Delta Phi, thereby becoming the 82nd chapter of the National Society, and the first chapter in New Jersey. The Chapter Charter bears the date of May 9th.

On the above date, 27 charter members and 3 honorary members were initiated at a ceremony at which the founding of the chapter was officially consecrated. The ceremony was followed by a banquet at which the guest speaker was Dr. Aviva Bertran of Queens College, member of the New York State Board of High Education.

Field Trips

The French Section sponsored the following field trips in 1961-62.

November: Trip to the Frick Museum for Junior French majors in connection with their course in 18th century civilization. Conducted by Dr. Sokolowsky.

January: Theater-Party to production of Huis-Clos by J.P. Sartre and La Cantatrice Chauve by Eugene Ionesco, presented by the Treteau de Paris at the Hunter College Playhouse, New York City. This trip was open to French majors of all classes. Conducted by Mrs. Cressey and Dr. Saklarczyk.

March: Trip to Guggenheim Museum, for Freshman French majors and minors in connection with their course in Contemporary French Civilization. Conducted by Dr. Saklarczyk.

May: Trip to the Cloisters and the Metropolitan Museum for Freshman and Sophomore French majors, in connection with their courses in origins of French Civilization and 17th century French civilization respectively. For purposes of economy of time and money, it was found advisable this year to combine this field trip with the one planned by the French Club to the liner France. Conducted by Mrs. Cressey and Dr. Saklarczyk.

STUDENTS ABROAD

Four students returned from France this year, three who had gone on a Margaret B. Holz scholarship and one who had spent a year abroad in Germany and France on her own responsibility. The whole class was enriched by the experience shared with those who had come back on campus. We have two in France now who will return for their senior year in September, one in Caen, one in Aix-en-Provence. We are sending three next year. Our students have given Montclair such an excellent reputation at the University of Caen that I had no trouble whatever in having Mr. Cucniello accepted there for the year 1962-63. I hope I shall be able to place the other two during the summer when I am in France. It is getting increasingly difficult to have students accepted in a university abroad. There are many foreign students, mostly Americans, coming in large groups. The universities are over-crowded. A new approach must be found which will enable our students to be with French students even if it is not in a university setting. I believe the students would come back still better prepared in the language and understanding of the country. I will investigate possibilities this summer to present to the department for consideration.

Personal Activities, Mrs. Germaine P. Cressey

Summer of 1961:

Spent part of the summer placing students in French Universities.
Studying modern French theater.
Visiting publishing houses and looking for new material to enrich our teaching.

Membership Professional Societies:

Member of MLA Professional Test Committee.
(Reviewing results of tests given in institutes last summer.)
Member of Executive Committee, New Jersey Modern Language Teachers Association.
Member of Association des Professeurs Francais en Amerique.
Member of French Institute, New York
Member of Association of Teachers of French.
Member of New Jersey Modern Language Teachers Association.

Re-elected Vice-President, National Organization, Societe Historique et Folklorique.

SPEAKER:

A.A.T.F. Nutley, New Jersey, February 1962.
In charge of local arrangements for the meeting of the New Jersey MLTA at Montclair, March 17, 1962

Attendance at meetings:

New Jersey M.L.T.A. Atlantic City, November
Montclair, March.
6 meetings of Executive Committee

French Institute: Meetings in October, November, January, February, March
Attended Golden Jubilee banquet, Waldorf, May 15th. Speakers: Andre Malraux, Lyndon B. Johnson

Alliance Francaise: Montclair. Meetings in October, November, March, and May. Golden Jubilee evening meeting, November

Association des Professeurs Francais: Three meetings. Receptions at the French Embassy, cocktail to meet Mr. Mauger, October, March, supper.

Personal Activities, Hal M. Standring

November, 1961: Institute, Atlantic City, Attended.

March, 1962: Modern Language Association of New Jersey

Membership:

Member A.A.T.F.
Member M.L.A.

December, 1961: Attended lecture at New York University, Maison Francaise, by Vercors "De la Resistance a la Philosophie."

February, 1962: At Maison Francaise of Columbia University, another lecture by Vercors "La Litterature Clandestine."

Alliance Francaise: Montclair. Attended meetings in November and May

French Institute: Attended the field trip to Le Diable Boiteux (February, 1962) and the Golden Jubilee banquet at the Waldorf. Speakers: Andre Malraux, Lyndon B. Johnson.

Personal Activities, Dr. Milliam Sokkurenk

Extra-Curricular Activities:

Adviser, French Club.
Adviser, Pi Delta Phi, National French Honor Society.
Adviser, Sigma Delta Phi

Memberships Professional Societies

Member of French Institute, New York,
Member of American Association of Teachers of French.
Member of N.J. Modern Language Teachers Association.

Speeches:

March: N.J.M.L.A. meeting, Montclair, N.J.
Subject: Language Laboratory Materials

April: Workshop of Language Department of Union N.J. School System.
Subject: Language Laboratory Materials.

May: English Club, Montclair State College.
Subject: Contemporary French Drama.

Attendance at meetings:

N.J.M.L.A.: Attendance November, Institute, Atlantic City.
Speaker, March, meeting, Montclair.

Alliance Francaise, Montclair: Attended meetings, December and May.

French Institute, N.J.: Meetings January, February, and May (Attended Golden Jubilee banquet, Waldorf, May 14th.
Speakers: Andre Malraux, Lyndon B. Johnson).

Language Lab Materials:

Originated many new College Level Tapes for use of our students in the Language Lab. Most of them were recorded by Miss V. Tonone under my supervision.

Undertook, with consent of Mr. Santon Mauger, to originate a new series of Structure Drills for the Language Lab. based on his Cours de Langue et de Civilisation Francaises, Vol. I. First 10 1/2 hour tapes. Lessons 1-10, completed April 1962.

TRENDS

The enrollment in French is still growing. More 4th year classes are to be found in the northern half of the state. Many communities are also offering French in the 7th and 8th grade. Audio-lingual approach. The state presents now a rather chaotic picture as to methods which makes it increasingly challenging to prepare

adequately our seniors. Some schools still insist on a strict grammar method, others have gone all the way with the audio-lingual method. Most schools, fortunately, have managed to take advantage of the great improvements offered by the A-L materials in this first year without sacrificing the other objectives, reading, writing, and civilisation. The interest in French is due probably to well prepared teachers, alive, enthusiastic spending summers in institutes or travelling abroad. New Jersey was represented very well at 2nd level institutes in France. Four of our own graduates attended the one in Tours. Some of our graduates were also teaching in 2nd level institutes.

ENTRANCE EXAMINATION

The department again required an interview with prospective candidates who wished to major in French. We also gave a short examination testing the four skills.

This year, we interviewed more than 100 candidates. We refused 34, accepted 66.

We would like to continue giving the examination to the whole group. We would like to have a little longer time for the interview. We were cut rather short this year. The prospective students seem well prepared. It is difficult at this time to predict accurately how many will come to Montclair. I fear the lack of dormitory facilities will make us lose some of the very good students coming from a distance. At this time we have 40 who have accepted, the largest group we have ever had, and the best prepared in French.

We have also interviewed 20 candidates to minor in French and have accepted 16. Some are well able to join a 101 class. Others will register for 200 A.

FRENCH CURRICULUM

We offered beginning French 100 A and B and intermediate French A and B. We found the latter excellent for minors in need of more oral work in the laboratory. This year, we were able to divide the entering Freshman into three groups according to their achievement and need. It is an excellent procedure in the freshman year when students come with such diverse preparations. We were able to keep the very good ones interested and alert and advancing at a challenging pace, and do more oral work with those who had had poor training in spoken French.

The difficult period comes in 201 when there is no more homogeneous grouping. That is a very difficult class to teach. The 17th century Civilisation seems at first very remote; excellent and weaker students are in the same group. It is difficult in one semester to stimulate an esprit de corps that brings them together in a common purpose. The Junior year, French 301-302, presents no problems at present; the class has not yet become too large. Soon we will have to plan for 2 sections of that class if we are to keep good results.

French 402 was this year divided into a class for majors and class for minors. This proved to be excellent. Next year, because of the small number of minors, the class will not be divided and I anticipate many problems. Most of the non-majors will be students wishing to complete the 18 points required for a concentration and will be unable to compete with the majors in the field. We must be plan for a different course for those students, a low point grammar course. We demand too many points in French to attract minors; with the addition of the required method course, a student wanting to minor in French is required to take 21 points of work in the department. It is, of course, an impossibility for the students.

The 404 course should be given in the 2nd half of the junior year and no professional course offered when the seniors return from practice teaching. They are most interested in materials they will be able to use in their teaching. All our majors were placed early in May. We could have placed twice the number of seniors we had.

The department was able to offer 3 electives this year. French 405 to seniors in the fall, French 310 (phonetics) to sophomores in the spring French 306 given for the first time this year to juniors in the spring.

LANGUAGE LABORATORY

The Language Laboratory was used more effectively this year than last year. A greater proportion of students of all classes benefited from the laboratory thanks to a wider selection of materials and to the laboratory training all but the Senior class received as freshmen. Students in Fr. 100 A & B and 200 A & B used the lab twice a week; in 101-102, one official lab period a week was required. Several students chose to use the lab twice a week or even more frequently. For Freshmen with particular difficulties in pronunciation, a series of individual exercises to be performed at home, in conjunction with laboratory exercises and weekly consultations with the instructor, were found to be effective in building good pronunciation habits.

Students on the Sophomore level used the lab extensively in connection with their Phonetics elective, both to improve their own pronunciation and to aid other students in improving theirs. Students of the Freshman class and the 9th grade (College High School) were encouraged to come to the lab during the 11:30 hour to be helped by the students in the Phonetics course.

Juniors who had previously taken the Phonetics course served as assistants in the laboratory and obtained practice in teaching techniques by helping the students of the college and the High School to improve their language skills.

College High School

There were only two classes in French in College High School for observation and participation: Fr. 9, and Fr. 11. The Seniors and Juniors have been working closely with the 9th grade under Dr. Sokolowsyk's supervision. A new system of controlled participation for Junior observers was tried this year. In the second semester, each Junior was required to observe one class three times a week for five weeks (concentration), and another once a week for fifteen weeks, for a total of thirty observations. Each Junior was required to take over the class a minimum of two times during the concentration period, three times if possible. This system was quite successful and should be continued.

Dr. Sokolowsyk is in the process of originating a new series of laboratory materials to be used in connection with G. Mauger's Cours de Langue et de Civilisation Française, Vol I. It is hoped that next year's eighth grade will serve as a test class for testing these materials.

RECOMMENDATIONS

1) As we grow larger, the need for more copies of reference books is acutely felt. We will need a large sum of money for library orders.

2) If we are to maintain the excellent reputation we enjoy nationally at this moment as leaders in the audio-lingual approach to the modern language teaching, classes cannot be over 15 in size. A class of 20 does not allow full participation

by the whole class in discussion. Some of our classes are lecture classes - strong emphasis has always been on class participation, on discussions led either by our professors or by a student or group of students, a method which has been fruitful and should be kept alive. It would be ironical indeed if Montclair should forego this method when other colleges are now beginning to put this into effect.

3) Now that we have a laboratory, it seems imperative to have a person in charge with time on her schedule for directing the work of students. The laboratory would be used more often if the services of a trained person could be secured. However, if this person is actually to be able to listen to students and correct them immediately, he must be qualified in all the languages studied (French, Spanish, German, and Russian). Otherwise, he becomes a mere tape librarian, a job which could be economically filled by a Work Scholarship student, or a clerical assistant. The ideal solution would be to allow to one instructor, in each of the languages, one or two hours in his program for laboratory work. The schedules could then be posted and followed by the students.

4) That we consider instituting a system whereby excellent students may receive observation credit for supervising laboratory work of poorer students. This system was tried this year and was outstandingly successful. It should be, in our opinion, made a regular practice. Students in the Phonetics elective would also receive valuable practice and training in the way.

5) That we consider starting French in the 7th grade to enable our majors to participate in the teaching of French in the Junior High School. French was taught in the 7th grade in College High School for many years.

6) That we consider adding a fourth hour to the methods course.

7) That our entire curriculum be reviewed with an eye to the advisability of changing some of our 4 point courses to 3 points, making room for required courses in phonetics and language drills.

8) That time be granted on our schedule for supervision and placement of students abroad and for supervision of graduate work of returning students.

9) That our evaluation of entering students upon <u>one examination given to all candidates at the same time</u>, be continued.

10) That time be granted on schedule for creating and recording laboratory materials for our courses.

11) That we be granted a French graduate student as assistant in the department for help in the laboratory, making tapes and correcting pronunciation.

Respectfully submitted,

Germaine F. Cressey
David E. Standring
Lillian Saklarczyk

The sequence of German courses was reversed this year in order to form classes of sufficient size. During the fall semester German 1[illegible], German 1[illegible] and German 402 were offered, but no course on the 200 level. German 402 was scheduled in the late afternoon to make it possible for extension students to enroll.

I taught German 402 with an enrollment of 8 students, 4 undergraduates of whom one was a senior and three juniors, and 4 extension students of whom one withdrew in December as she found the work too strenuous. Since she teaches high school German and was among the weakest students of the class, it was regrettable she found it impossible to finish the course.

I used this year a grammar 1) widely employed in courses for foreigners in Germany who prepare for study at German universities. I found the book satisfactory and far more suitable than any other grammar so far examined by us. I plan to use it again in German 402 and hope to prepare tapes for the next time which should enhance its effectiveness.

While it is, without any doubt, desirable to attract practicing but insufficiently prepared high school teachers of German as extension students, the scheduling of this course only twice a week for a double session is not the most effective way of teaching grammar to our undergraduates. They ought to be drilled during shorter and more frequent periods each week to get the full benefit of the course.

During the spring semester I taught the junior members of the 402 course who are sharing in German half of the course on the 200 level so that they would be able to finish their required German courses in the full semester of their senior year. Unfortunately, the class was again scheduled for the late afternoon twice a week for a double session. Also, the Thursday period clashed on less than 8 times with field trips obligatory for one class member. As it proved impossible to find a time agreeable to all members of the class to which to switch, I had privately to coach the student who had to miss the class at a considerable cost of time and effort. The class consisted of 4 members, two juniors, a sophomore of German speaking background, and one extension student. I hope the late scheduling will not be repeated as I found a considerable degree of resistance among the undergraduates and had constantly to fight a certain lack of discipline as far as being on time was concerned. Since one was a dormitory student who had to be at Life Hall at 6:15 at the latest to be able to get her dinner, planning the class session so that none of the students would miss anything essential was no easy task.

I read intensively a number of stories and lyrical poetry which were an introduction to contemporary and 19th century German literature.[illegible]) In connection with the subject matter treated each student had to prepare an oral talk before the class. All students were assigned outside reading with written reports.[illegible])

As always in my courses and explained at length in previous annual reports students had to prepare written assignments for each class session. Original German texts without commentary or vocabularies were used throughout and the students encouraged to employ dictionaries in which German was explained in German.

In connection with the German performance of Lessing's [illegible] by the cast of the Dusseldorf Staatstheater in the early spring I prepared my class as well as interested students of Dr. Standring's and Dr. Cook's before they went to see the drama on the stage.

In October, a German puppeteer performed twice, once in English for the Fine Arts Department, once in German with some English commentary for our own German students, invited high school students, and guests from Montclair.

In March ca. 120 high school students of 2d,3d, and 4th year German took the National German test on the Montclair campus. Among the half dozen of testing centers Montclair was the most popular, and the increase of students participating in the test was noticeable compared with last year when we had under one hundred and no 4th year students.

The activities of the German club fizzled out after a nice start in the first part of the year. There the small number of students taking German who are also members of other organizations requiring their presence and co-operation is a particularly difficult drawback.

I attended all meetings of the N.J. branch of the AATG except one and all the workshop meetings. At my suggestion it was decided at the last workshop meeting that the high school teachers of German would get together on their own next year to work out a syllabus for the teaching of German in N.J. High schools. The State Department of Education of New York has recently published a very good syllabus for the state of New York. It is hoped that something similar may help to raise and make more uniform the standard of German instruction in the high schools of New Jersey, provide for articulation in six and four year sequences of language teaching and make for a more uniform achievement level of students entering college with a number of years of study of German behind them.

The demand for teachers of German continues to be heavy. I was asked over and over again whether I would not recommend candidates for vacancies. As every year I must conclude my report with the urgent wish that German be expanded into a major field at MSC as we cannot hope to make an appreciable contribution to the needs of the schools in the state with the very few qualified candidates who graduate with German as a minor.

Respectfully submitted,

Edith Lenel

Notes

1) W. Schulz & W. Sundermeyer: Deutsche Sprachlehre fur Auslander; Grammatik & Übungsbuch, Munchen, Hueber, 1961 (19th ed.)

2) Grillparzer: Der arme Spielmann
R. Strauss: Der Schleier
A. von Droste-Hulshoff: Die Judenbuche
Poetry by Uhland, Morike, Goethe, C.F. Meyer, and Stefan George.

3) Grillparzer: Das Kloster von Sendomir.
C.F. Meyer: Leiden eines Knaben.
C. Zuckmayer: Das Engele von Loewen
I. Kurz: Gera
S. Zweig: Angst
J. Wolfskehl: Elsi, die seltsame Magd
A. Schnitzler: Der grune Kakadu.

Uta Kellina (of German speaking background) read in addition:
Grillparzer: Der Traum ein Leben
Stifter: Brigitta
Storm: Drewsen im Heidedorf
Keller: Kleider machen Leute
R. Huch: Das Judengrab
H. von Hofmannsthal: Das Salzburger grosse Weltttheater
F. Junger: In den Kaufladen

FOREIGN LANGUAGE DEPARTMENT - SPANISH

Dr. Amaral Professional Activities, 1961 - 1962

Meetings attended

N. J. Modern Lang. Teachers Association Fall meeting
" " " " " " Spring meeting
MLA, Atlantic City, Nov. 1961.
(All meetings attended with a group from the Senior Class)

Professional Societies

N. J. Modern Lang. Teachers Association
Modern Language Association
Institute of Ibero-American Literature
American Association of Teachers of Spanish and Portuguese

Extra-curricular

Sigma Delta Pi, National Spanish Honor Society, Montclair Chapter, adviser.

Community

Piscataway High School, PTA, Chair Committee
Overbrook Civic Association, Piscataway Township

Research Progress

The Poetry of Pablo Neruda

Speaking Engagements

Western Reserve University, Summer School, July 7, 1961: Spanish Medieval Poets.

Westfield's Women's Club. October 25, 1961: Latin America and the United States.

Lion's Club of Ironbound, March 13, 1962: Cuba

The Spanish Club of Douglas College, April 19, 1962: Contemporary Spanish American Poetry.

Other engagements

I was appointed again to direct the Spanish House at Western Reserve with a good increase in salary. Due to my son's illness I resigned on May 14. Dr. Nantilde Leon, a professor of Greek at the University of Havana will take my place.

[illegible]

[illegible]

[illegible]

Supervision of Student Teaching

Supervising practice teachers was a very nice experience. We do need more time in order to do a very good job and to be able to establish good relationship with the supervising teachers. In general, our students did very well. Here is a complete list of grades and positions, up to May 29.

11 -A's
7 -B's
1 -C
14- had signed contracts for jobs by the end of May.

Dr. Amaral. Departmental activities.

Classes.

Fall Semester

Spanish 101	Enrollment		15
" 401	"		21
" 402	"		14
"5th, H.S.	"		30
	Total students		80
	" hours		14

Spring Semester

Spanish 202	Enrollment		9
" 405	"		21
" 5th, H.S.	"		30
Supervision	"		15
	Total students		74
	" hours		14

Departmental projects

Organization of Spanish Film. Total profits, after all expenses $422.97

Organization and briefing of students for Visiting Day, May 20.

Questionnaire on graduate courses
Supervising of Observations
Supervising (student participation) in College High School

Advisor

Sigma Delta Pi, National Spanish Honor Society.
Organization of lecture by Dr. Oscar Fernandez de la Vega on Nov. 1961, Chapin Hall, followed by reception. Second Initiation, May 14, 1962.

Recommendations

Elective course for Sophomores

Recommendations, continued

Improvement of classroom and scheduling conditions in high school
Three credit courses in place of four
Smaller class groups (15 students maximum)
Increasing quota of Spanish Students

Last but not least: Changing numbers of courses from 100 to 300's. With more students taking graduate courses, we are having difficulties with the numbers of courses. We have had two cases already: Alfred Macadam at Rutgers and Rosemarie Postweiler accepted at Wayne University. Our 100 course is a 300 everywhere. We should not denied our students credit for their work.

TO: G. Cook

FROM: T. Rivera

I. Courses:

	Enrollment	Level	
Sp. 430 A	20	graduate	
" 430 B	12	"	(Those who dropped before the end are not included)
" 420 A	14	undergraduate	
" 310	12	"	
" 201	27	"	
" 202	9	"	
" 10	27	high school	
Total	121		

II. Projects:

1. Trip to Museum of Natural History to study the Spanish American Civilization.

2. Luncheon at la "Fonda del Sol", Spanish American Restaurant at Rockefeller Center.

3. Attendance to Hispanic Institute: Lecture delivered by Jorge Luis Borges, Argentinian man of letters of first importance.

4. Created four half hour periods of Language Laboratory for the 10th Grade. One of the Scholarship Students assisted the lab as to the mechanical part. Use of tapes and records prepared by teacher. Examinations of comprehension were given periodically.

5. Preparation of Sophomores for Camp: they were taught a non-sectarian player, in Spanish, folk songs, vocabulary to suit different occasions: greetings, news, scientific vocabulary, games, food, etc.

III. Activities of the Club. Election of new directors. Reception of seniors. Pan American Day Program: preparation of exhibitions at the show windows of Life Hall. Invitation made to Dr. Miriam Luz from Columbia. S. A. to speak at Pan American Assembly.

1. A series of conferences during March and April for teachers and social workers on the History and Culture of Puerto Rico. (Sponsored by the Puerto Rican Association for Community Affairs.)

2. Conference on the Tenth Commandments of the Citizen, according to De Hostos, Spanish American Sociologist born in Puerto Rico. (Puerto Rican Youth Association.)

3. Conference at City College of the City of New York on Poetry in Puerto Rico.

IV. Activities, Cont.'d

4. Conference at the International Garment Workers on the Role of the Mother on a Democratic Society.

5. A conference is schedule for the third week of June to be given at the Hudson Guild (a Community House) on How the Puerto Rican Citizen can contribute to his community.

6. A radio interview is scheduled for the Month of July on the Role of the Teacher in Guiding Society.

V. Publications:

1. Disquisitions on the First Book Published in Puerto Rico.

2. The Spanish American Short Story a Link between the Spanish American Countries.

3. Second Volume (4 records) of Audio-Visual Digest. I have been acting as consultor for the publication and Editor of the Spanish Text. (These records have been adopted by the Examination Board of the State of New York)

VI. In preparation:

1. Elements of Practical Spanish Phonetic. A text to be used in the course of introduction of phonetics and teachers in general.

2. Articles:

a. Betances, (an abolitionist) helped by a mayaguezana.
b. The metaphors in Darios short stories
c. The folklore elements in Arrivis theatre.

VII. Other cultural activities:

1. Member of the Committee of the Puerto Rican Book Fair.

2. Member of the Scholarship Committee of "La Prensa".

3. Member of the Board of Trustees and of the Executive Committee of the Puerto Rican Cultural Center.

VIII. Recommendations:

1. I respectfully recommend that:

a. that there be placement tests for incoming freshmen

b. that there be taught an extra course in grammar and composition to be taken by weak students, besides the normal requirements.

c. that the number of students in a class be limited to 15 so that they have an opportunity to participate in every meeting period.

d. that the Phonetics course be a required course instead of an elective.

e. that a teacher with assistants be in charge of the Language Laboratory, so that students taking the 100 and 200 courses and those in phonetic classes be compelled to make a certain number of hours in the laboratory.

f. that teachers get cocentrated programs, including those days in which extension and graduate courses are taught.

g. to allow teaching time for advisory service, at the rate of 1/2 semester point for every 15 students.

h. to allow teaching time for counselling the clubs.

i. that Spanish Majors be compelled to take at least three semester of Latin. One of those semesters be Roman Civilization, including Mythology.

j. That elective courses in Spanish America afte 1888 be created in view of the fact that there is an enourmous amount of material in Spanish American civilizations that can not possible be covered in two semesters.

k. That the history of Spanish America be a required course for Spanish Majors, therefore, it should be taught every year.

l. That there be 2 block periods in the middle of the day so that the clubs be able to meet with people from different places of the Hispanic word brought to the College and meet the students to discuss topics of the day. Especially when more classes are scheduled for 3:30, it is hard to get together.)

m. that the club have its own meeting room where every member can arrive at any time and bring magazines and music.

TO: Dr. Rock

FROM: W.H. Shore

RE: Russian Dept. Report 1961-62

In answer to your request for information regarding the course in the Russian Language this past academic year may I state that eighteen students registered in Elementary Russian in September, 1961, some of whom were Seniors and who could therefore foresee only one semester of work in the subject. By the second semester eight students remained in the course and all but one finished very creditably. I urged the unsuccessful student to drop the course while he still could do so without his probably failure appearing on his record, but he refused to do so.

The Russian class met five times a week throughout the academic year. Only one hour was cancelled, due to my non-appearance because of circumstances beyond my control. Two hours a week were spent in the language laboratory, though many of these hours were used for grammar and reader work since the students at this early stage needed the time for a mastery of the difficulties of the grammar. A collection of tapes was gathered for oral work, and oral work (especially dictation) was practised at all classes throughout the week. The standard of accomplishment was high, and I can mention one name as particularly outstanding in this respect. Miss L. Vasvari did very fine work throughout the year.

A Russian Club was formed in the first semester and it held several meetings, on one such meeting it went as a group to a Russian moving picture in New York (A Summer to Remember) and two other meetings were devoted to slides of Russia and eastern Europe. Other meetings were devoted to administrative matters and socializing.

The entire book "Essentials of Russian" by A. von Gronicka and K. Bates was covered during the year. Four stories were read from a volume of Chekhov. I should point out that this is equivalent to two years of academic work in Russian in most other institutions, and the students who concluded the course are in a good position to go ahead in Russian on their own, if need be. The Library has acquired a small but very good selection of books on the Russian Language (in some cases these books also treat other Slavic languages) which will be most useful for the study of Russian and for Foundations of Languages in future years.

I have drawn the attention of Dr. Partridge to a Dr. Olga Plosinek, who has applied for a part-time position in the teaching of Russian at Montclair. Mrs. Plosinek is a native Russian who has had long experience in teaching the language to foreigners. She is a graduate (in Chemistry) of Columbia and speaks excellent English and French. She lives in Montville, New Jersey (Valhalla Road) and would welcome a personal interview, if the teaching of Russian is to be rebegun here in the more or less near future.

Very truly yours,

MONTCLAIR STATE COLLEGE
Department of Home Economics
Report to the President
Academic Year
1961-1962

I. Trends and Developments:

Student and Faculty information.

Full time faculty	6
Part time - Undergrad.	1
" " (Part-Time & Ext.)	2
Majors	146
Part-time Ext. and Summer Session	56
Total	202
Number of graduates	17
Number placed in teaching positions	15

It is gratifying to have Montclair State College graduates in many Home Economics Departments of public schools throughout the state. These teachers are sending their students into our undergraduate program. However, as we reap the fruits, we also are being forced to devote more time helping our former students up-grade their home economics programs. As our reputation grows, calls are coming to assist teachers who are not Montclair graduates. We are finding that more and more we are assuming a greater leadership role in the state.

Progress has been made toward accomplishing some of the objectives set forth last year. Interest continues to be strong in the state towards a graduate program at Montclair State College. Until this is developed, we will attempt to satisfy the requests for part-time and extension courses.

II. Special Features and Accomplishments

A. Undergraduate program

1. Scholarship

This year the Home Economics Department at Montclair State College was the recipient of a scholarship from the New Jersey Home Economics Extension Council in the amount of $200. We have decided to divide this between two freshmen who will receive $100. each and this will be given annually to the same students for each of her four years. The committee selecting the students for the award were the six members of the Home Economics faculty, Ulrich Neuner of Personnel Department and Lawton Blanton, Dean of Students. Selection was based on the following criteria:

1. academic standing
2. family's financial standing
3. number working in family
4. participation in campus organizations and activities
5. community interest

2. College High

Dr. Arlene Otto of Teachers College, Columbia University worked with members of the Home Economics Faculty to evaluate the present College High program and facilities. Plans were made for next steps in improving the program.

3. Team Teaching

An attempt at team teaching in the department was carried out with freshmen students enrolled in Home Economics 101, Introduction to Home Economics. Part of this experience included the use of the Home Management House by the freshmen, under faculty supervision.

4. Placement tests

A Clothing and Textiles test was constructed and administered to all incoming freshmen. It was initiated because of insufficient skill on their part of our curriculum. Those showing a deficiency in this area were enrolled in a non-credit course in Clothing Construction . Others were sectioned according to their abilities. The student evaluations showed this to be beneficial.

5. Curriculum lab.

A curriculum lab. was begun. Books and materials are being collected, sorted by students and a professional cataloguer has begun her work.

6. Nursery schools

Arrangements were completed to pay cooperating nursery school teachers on the same basis as cooperating supervising teachers are paid. We believe this will help us continue our existing good working relationships with our cooperating nursery schools.

7. Student teaching

A rexographed statement was completed with the help of the Director of Student Teaching setting forth the aims and implementation of the junior and senior student teaching program. This material was used in working with the cooperating teachers and was considered successful. Some parts are to be slightly revised and its effectiveness tested again before it is put into a more final form.

8. Curriculum revision

Curriculum discussion is a constant thing. Suggested changes will be ready for presentation to the Dean in the near future.

B. Contribution for in-service teachers.

1. Visits to first-year graduates.

Twenty visits were made to girls who graduated from Montclair State College and who are presently teaching their first year in the public schools of New Jersey.

2. Part-time & Extension

Three classes were offered during the year in late afternoon for in-service teachers. They were

Home Economics	A409	Current Problems in Teaching Home Economics - taught by Miss S. Sickler
" "	A425	Home Economics in the Elementary School - taught by Miss S. Sickler
" "	A421	New Developments in Clothing and Textiles - taught by Dr. K. Hall

3. Home Economics staff act as consultants, speakers and in other helpful ways to in-service teachers.

4. A family life conference was held on campus, sponsored jointly by Montclair State College and New Jersey Home Economics Association. The response and follow-up evaluations were gratifying.

5. We are calling upon outstanding secondary school teachers in state to help us in program and special event planning. This is proving successful.

6. The department is actively engaged in working with the State Department and Douglass College in the revision of the New Jersey Home Economics Curriculum Guide.

C. Contributions to the Community

1. Faculty members serve as speakers to woman's clubs, judges of contests and in a variety of other ways. A joint program developed by Art and Home Economics Faculty members was presented at the Montclair Art Museum.

2. Open House was held for faculty, administration and staff at the Home Management House.

3. Quantity Foods class served luncheon in the Home Economics Living Room to members of the Montclair Woman's Club.

4. Other visitors on campus have been served meals and hostessed by the Home Economics Department.

5. Graduate students enrolled at Teachers College, Columbia, visited our department on several occasions.

D. Service to College

1. Home Economics majors plan and execute the Administrative Teas on campus. This has proved good experience for these girls. 43 students were involved in this program.

2. Faculty members serve on several college committees.

3. The Home Economics Department cooperated with the college on Parents' Day and Alumni Weekend. Exhibits were set up in each laboratory and students were hostesses.

4. The Department enjoys the cooperation of faculty members from other departments on campus. Several have visited our classes and we look forward to being called upon to meet with classes outside our department.

5. Several elective courses already approved for non-majors can be offered when the demand is large enough.

E. Faculty Accomplishments

1. Special committees and offices held.

a. President, NJHEA
b. Secretary, Clothing & Textiles section, AHEA
c. Chairman, National Steering Committee of College Teachers of Clothing & Textiles
d. Advisor and co-advisor to campus social sorority
e. Member, Scholarship Committee, NJHEA
f. Treasurer, Council on Consumer Information
g. Member, NJHEA Committee on Institutional Management
h. Member, executive council, Tri-State Council on Family Relations
i. Chairman, NJHEA Section, Family Relations and Child Development

2. National, State and County meetings.

The Department was represented at 16 different professional organization meetings during the school year. Many of these included active participation.

3. Articles and Bulletins Published

a. Forecase Magazine Nov. 1961 and Feb. 1962
b. Completed book - Family Health and Home Nursing
c. Doctoral abstract printed - Bulletin #14, U.S.Dep't. of Health, Education & Welfare, Research Relating to Children
d. Doctoral Abstract - Journal of Home Economics and Bulletin of National Association of Secondary School Principals
e. Forecast magazine, Oct. 1961 and April, 1962.

4. Professional advancement

a. Danforth award issued by Montclair State College for pre-doctoral work in the Humanities, Harvard University
b. Graduate courses taken by faculty at Teachers College, Columbia
c. Teaching and workshop leaders at other colleges during summer.

III Problems and Recommendations

A.

1. One of the greatest needs is for additional elective courses offered in the social sciences for home economics majors. A step forward has been taken with the Introduction to Anthropology.

2. The need for office space is acute. Five faculty share one office. However, with increased space in view, this problem will be resolved.

3. There still exists a need to study the 15-hour teaching load with 2/3 credit given for laboratory classes. The Home Economics staff is enthusiastic, energetic and capable. Several plans

have been discussed for interesting programs. However, the student contact hours required for pre-planning and evaluation of class work makes additional programs prohibitive.

B. Departmental Objectives for 1962-1963

1. Continue evaluation of course content
2. Complete curriculum study
3. Evaluation and revision of departmental statement on student teaching for use with cooperating teachers
4. Continue work on departmental admissions standards
5. Investigate the possibilities of Home Economics course substitutions for advanced freshmen
6. Attempt to visit all schools being considered for use as student teaching centers
7. Continue work on plans for renovation of College High facilities
8. Study and make long term plans for part-time and extension program
9. Study the electives offered inthe department and make suggestions for change
10. Investigate possible evaluation of a self-study of the department and include Home Economics Department alumni
11. Continue work in the area of recruitment
12. A study of the contribution of Home Economics to the general education program of the college.

Montclair State College
Department of Industrial Arts
Report to the President
Academic Year
1961 - 1962

I. Development and Trends

1. There are now ninety-two men registered for graduate work. We are admitting larger freshmen groups than formerly and within a few years this will be relected in a larger enrollment in the graduate division.

2. Our freshmen industrial arts majors numbered approximately fourty for the past four years. Due to the critical shortage of teachers in this area, we are accepting fifty-three majors next fall.

3. There are ninety (90) men registered in the industrial arts emergency certification program. This enrollment in all probability will decrease as our New Jersey State Colleges graduate larger number of majors.

4. A new offering was added to our curriculum called Field Studies of Industry. The major objective of industrial arts, as stated in our catalogue, is to interpret the industrial society in which we live. The new curriculum experience will certainly contribute toward this objective.

5. As our freshmen groups increased in size, our faculty load was increased proportionately. This necessitated the hiring of an additional faculty member.

6. The small off-set press which we have been using for instructional and commercial use, finally wore out. We have acquired a larger press which will enable us to modernize our equipment, as well as to produce more printing for the whole college. We also have purchased a plate maker for this machine. When money is allocated for a copying camera, we will be able to enrich our graphic arts offering s and will also be able to produce printed materials without spending money for plates or photographing stencils by outside concerns.

7. The most critical shortage of industrial arts teachers is in the electricity-electronics areas. We, therefore, in our effort to meet this need, expanded our curriculum offerings to include a course in advanced Electronics.

8. Industrial Arts majors who have one hundred and twelve credits by the time they have completed the first semester of their senior year, now have the opportunity to begin graduate work on a limited basis. Two new courses are now offered this group. They are Photographic Techniques, and Jewelry Making and Lapidary.

II. Special Features and Accomplishments

1. The Industrial Arts Guild, composed of all industrial arts majors, publish three newspaper editions a year. We use these publications to better our public relations and also use it as a recruiting instrument.

2. The industrial arts staff has spent considerable time during the past year developing an industrial arts recruitment bulletin. This is another effort by our department to recruit better potential teachers for our area.

3. Curriculum offerings should be reviewed and revised according to the needs of New Jersey from time to time. The industrial arts staff completed, after two years, an up to date course outline for each course taught in our laboratories.

4. The emphasis today appears to be on problem solving and research. Our graduate offering, Research and Experimentation in Industrial Arts Education, was revised and the credits increased from two semester hours to four. This revision undoubtedly will be in line with the trend.

5. A degree program is now organized and in effect for the people in the emergency certification program. The laboratory courses are given at Montclair and the academic courses at Patterson State. Fourteen men are now matriculated and working for the degree.

6. Recruitment of freshmen candidates is one of the more important phases of our program. This year we spent two days meeting and interviewing potential candidates. These were late afternoon sessions. Small groups of eight were taken through our laboratories where the program was explained by upper classmen. These groups, after the laboratory tour, were invited to a classroom where a professor of the staff spoke to the men and their parents, at 5:45 all candidates and their parents were invited to attend a coffee hour in the college cafeteria.

7. The college held an Open House day on Sunday, May 20. The industrial arts staff and upperclassmen acted as guides for laboratory tours. This gave the visitors an opportunity to visit with our staff as well as seeing the facility.

8. All the cooperating teaching used in our Junior Practicum and Senior Teaching situations were entertained at a College Cafeteria dinner in February and March. A short program consisting of questions and answers proved very valuable to all concerned.

9. Three members of our staff attended the National Convention of the American Industrial Arts Association in Pittsburgh in late April. These national contacts should help the staff members professionally as well as socially.

10. All six of the staff attended the new Jersey Vocational and Industrial Arts Convention at Asbury Park in mid-March. Several of the men participated in the various meetings.

11. The Industrial Arts Department had booth displays at the Asbury Park Convention and also at the New Jersey Education Association Convention at Atlantic City in November. The prestige of the College was increased by these showings.

12. The College Carnival is a yearly event in which our department plays a very important part. The Sophomore Class and one faculty advisor from our department help organize and set up the booths. The Industrial Arts Guild also operates one of the booths.

13. The faculty and students at Montclair State are proud of their campus. The industrial arts staff discussed the building of a fireplace with the men of the department. It was decided that both the day and extension groups would do all of the work if the college contributed the materials. The work was completed during the school year of 1961.

14. A venetian blind was purchased and installed in the seminar room.

15. Mr. Tressler of our staff served as Buildings Coordinator for the college administration. His skills in organizing and planning have proven to be an outstanding contribution to the new construction on our campus.

16. The Industrial Arts Department plans and holds one big conference or activity on our campus yearly. This year Mr. Tressler and Mr. Streichler, working as co-chairmen planned an all day conference called Industrial Arts and Contemporary Society. The Conference drew approximately one-thousand people.

17. The Industrial Arts Guild is made up of all the industrial arts majors. The purpose of the Guild is to develop social and professional competence. They held four professional conferences during the year and closed its activities with an outdoor picnic in late May.

18. Epsilon Pi Tau is a national honorary fraternity composed of industrial arts and vocational education majors. Our chapter is one of sixty-nine distributed about the world. Our chapter sponsored four professional meetings on the campus. They also built a mobile library to service the industrial arts majors. All books are donated by the major book companies.

19. The industrial arts department, through its graphic arts laboratory, printed many materials for the college.

III. Problems and Recommendations

1. The need for industrial arts teachers in New Jersey is still critical. Our physical facilities when planned in 1950 was for eighty majors. We now have approximately one hundred sixty majors. There are about eighty registered in the certification program and ninety in the graduate program.

   New physical facilities are necessary if we are to continue to prepare top flight graduation. It is recommended that six new laboratories be added to the present facility.

2. In 1951 office space was planned for three staff members. We now have seven. Two professors are presently quartered in the emergency office quarters in the mathematics department. I have been informed that they need the space and that we will have to vacate soon.

   The present office space can be enlarged by extending into the space now used for supplies. It is recommended that this be done immediately.

3. Twelve elective semester hours are offered to all students. At present we do not offer any course that could be selected as an elective.

   It is, therefore, recommended that at least one or two general laboratory courses be offered for the general college student.

4. Only one machine has been replaced since we bagan the program at Montclair. Machines wear out through use.

   It is suggested that a program of replacement for machines and equipment be inaugurated that will permit buying a certain amount of machines yearly.

5. The wooden floors in our laboratories have not been refinished in nine years. It is recommended that they be refinished immediately.

IV. Summary of Recommendations

1. The physical facilities should be increased by the addition of six (6) new laboratories.

2. More office space is needed for the staff.

3. Departmental offerings should be made to general college student body.

4. Most of our equipment, after eight years of use, must be replaced.

5. The wood floor in the woods area should be resanded and refinished.

[illegible]

[illegible]

(4) [illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

MONTCLAIR STATE COLLEGE

Department of Mathematics

Report to the President
Academic Year
1961-1962

I. General Trends

The Mathematics Department of Montclair State College was selected by the Mathematical Association of America to participate in a survey of undergraduate departments of mathematics. The survey was carried out by the National Opinion Research Center with offices at the University of Chicago. A fifteen-page questionnaire was completed and the results discussed with an interviewer from the Research Center.

On September 30, 1961, the Mathematics Department served as host for a sectional meeting of the Association of Mathematics Teachers of New Jersey.

During the Fall semester Mr. Clifford and Dr. Maletsky led an experiment involving the use of the Continental Classroom films on statistics and probability in course in statistics which is required of all mathematics majors. The films were shown in between half and two-thirds of the class meetings. The experiment was carefully considered, modified several times during the semester, and appeared to prove that such films were not suitable for the purpose for which they were used. A detailed report of the experiment was submitted by Mr. Clifford.

The requirement of credit in high school solid geometry or in a college course in solid geometry has been tested over several years and found to be ineffective due to the wide variation in the scope of high school presentations of solid geometry. Accordingly, the Mathematics Department initiated a testing program whereby a student must either demonstrate his proficiency in solid geometry or take the college course. The Cooperative Solid Geometry Tests of the Educational Testing Service were used and achievement at least equivalent to the median score on the national norms for eleventh graders was required. It is expected that with faculty encouragement more and more of the students will satisfy this requirement with the proficiency test rather than take the course.

The secretarial work of the Department has been noticeably improved by the addition of a part time secretary (Mrs. Stockton) whose services were shared with the National Science Foundation programs.

With Dr. Sobel as director, the Mathematics Department and the National Science Foundation (NSF) have sponsored inservice programs throughout the year for both junior high school and senior high school teachers. Special lectures open to the general public were given on

March 3, 1962 by Bruce E. Meserve and on March 17, 1962 by Veryl Schult. The NSF Summer Institutes for junior and senior high school teachers continued to attract teachers to Montclair State College from all over the United States. The NSF also sponsored a College Conference for two weeks on the Teaching of Geometry. Dr. Meserve served as the principal instructor; Dr. Pettofrezzo served as director. Thirty college professors from all over the United States participated. Reports of these special programs have been submitted by their directors.

The most serious trend is the continued growth of the student body and the staff of the Department without any additional allowance for the departmental administration. This growth has made it impossible for the chairman to provide the leadership and supervision that is particularly needed for the sound growth of a department with only about half of its staff members on tenure.

II. Departmental Data

The analysis of enrollments and other statistical data is included in the office of the Registrar's Annual Report to the President and will not be duplicated here.

The members of the instructional staff are shown in the following array where F designates full time, P designates part time, and -- indicates that the person was not teaching that term:

Name	Fall	Spring	Summer	Summer HSF
Dr. Moserve	F	F	—	F
Mr. Clifford	F	F	—	—
Dr. Sobel	F	F	—	F
Dr. Pettofrezzo	F	F	—	F
Dr. Maletsky	F	F	P	P
Mr. Humphreys	F	F	P	P
Mr. Williams	F	F	F	—
Mr. Anderson	F	F	F	—
Mr. Bening	F	F	—	—
Miss Brand	P	P	—	—
Dr. Edwards	—	—	P	P
Mr. Liebschner	F	—	—	—
Mr. Bosman	—	F	—	—
Mr. Cohen	—	P	—	—
Mr. Gouss	—	P	—	—
Dr. Allen	—	—	—	P
Mr. Devlin	—	—	P	P
Miss Cotter	—	—	—	F
Dr. Syer	—	—	—	F
Dr. Rourke	—	—	—	F

III. Individual Staff Reports

Staff members are hereby provided an opportunity to include an individual report if they wish to do so.

Report of Dr. Meserve

Professional activities have continued at a very high pace including: president of the Montclair State College Faculty Association, president-elect of the Association of Mathematics Teachers of New Jersey, vice president and chairman of the Committee on Financial Policies of the National Council of Teachers of Mathematics, and lectures to professional groups in many states from Maine to South Carolina and California. My writing has also continued with the publication of several articles and three books: SOLID GEOMETRY and SUPPLEMENT IN SOLID GEOMETRY (with Kenneth Skeen) by The L W Singer Co. and MATHEMATICS FOR SECONDARY SCHOOL TEACHERS (with Dr. Sobel) by Prentice-Hall, Inc.

Report of Mr. Clifford

Activities at the College included participation in the National Science Foundation program in Mathematics, Committee activity on the Mens Athletic Commission and on the Honors Committee and using the Continental Classroom films on Probability and Statistics as the major medium of instruction for the classes in Mathematics 307.

Mr. Clifford served the American Statistical Association as Chairman of the Committee on Audio-Visual Aids, prepared an exhibit for the annual meeting, and delivered a talk on the same subject at this meeting. He was selected as a member of the Associations Committee on Education.

In the American Society for Quality Control, Mr. Clifford continued as a National Director, and as Director of Education and Training for the Society. In this capacity he organized three management seminars which were held in New York City, Chicago and Los Angeles. He also organized seminars in Quality Control Engineering which were held at Northeastern University, the University of Wisconsin and the University of Michigan.

In the International area, Mr. Clifford continued to serve as Cahirman of the ASQC Committee on International Cooperation. In this capacity he organized programs for visitors from Spain, India and Italy. During the summer of 1962 he spent six weeks in Mexico as a consultant to the Mexico Productivity Center, holding seminars in Mexico City, Leon, Puebla, Guadalajara and organizing the programs in Torreon and Monterrey.

Report of Dr. Sobel

Publications

"Different Methods of Multiplication - A Lesson for Slow Learners", Updating Mathematics, Croft Publications, October 1961

Mathematics for Secondary School Teachers, Prentice-Hall, 1962 (Co-author)

Talks

Fairmont School P.T.A., Hackensack, Sept. 21, 1961; "The Modern Mathematics Program"

Middle Atlantic States Junior High School Conference, Atlantic City, Sept. 26, 1961; resource person on mathematics panel.

Epsilon Pi Tau, Omicron Chapter, Montclair State College, Oct., 1961: "The National Science Foundation and its Relation to Education"

Northern Valley Regional High School, Demarest (Annual Professional Day), Oct. 12, 1961: "Current Trends in Mathematics"

Workshop of State Federation of District Boards of Education of N.J., Atlantic City, Oct. 21, 1961: "Evaluation of New Programs in Secondary Education"

St. Peters College, Jersey City, Dec. 2, 1961: "A Modern Program of Mathematics for the Junior High School"

James Caldwell High School, Caldwell, Jan. 8, 1962: "The Evolving Mathematics Curriculum"

Washington High School, Washington, Jan 18, 1962: "The Evolving Mathematics Curriculum"

Bergen County Secondary School Principals' Association, Paramus, Jan 24, 1962: "The Role of the Secondary School Principal in the Current Revolution in Mathematics"

Eastside High School, Paterson (Assembly Program) Feb. 16, 1962: "The Beauty of Mathematics"

Aphesteon, Montclair State College, March 1, 1962: "Curriculum Developments in Mathematics"

Rochester University, N.Y., March 6, 1962: "A Program in Mathematics for the Slow Learner"

Fairlawn (N.J.) Memorial Junior High School P.T.A., March 20, 1962: "Modern Trends in Education - Mathematics"(panelist)

Association of Mathematics Teachers of N.J., Bridgewater-Raritan High School, March 24, 1962: "Recent Developments in Contemporary Junior High School Mathematics"

Highbridge Elementary School, May 3, 1962: "A Modern Program of Elementary Mathematics"

In a dition to the foregoing, I spoke on various aspects of modern mathematics to in-service groups in Collingswood and Hackensack.

Professional Meetings Attended

New Jersey Education Association: annual meeting in Atlantic City, Nov. 9-11, 1961.

Association of Mathematics Teachers of New Jersey: Sept. 30, 1961, Montclair State College; Feb. 3, 1962, Paramus High School; Mar. 24, 1962, Bridgewater-Raritan High School; Apr. 1962, Paterson State College.

Mathematics Association of America, N.J. Section; Oct. 4, 1961, Jersey City.

Others

(a) National Science Foundation
Director and instructor in 1961-62 In-Service Institute
Director of 1962 Summer Institute
Panelist to evaluate proposals; Washington D.C., Sept. 7-9,1961

(b) School Mathematics Study Group
Member of panel on adjustment of programs of students of average and below average ability. I received released time to conduct an experiment with six local high school teachers during the course of the year. During the summer of 1962 I spent 8 weeks at Stanford University as a member of the writing team preparing experimental materials.

(c) Appeared with a group of College High School students on one of the N.J.E.A. television programs.

Report of Dr. Maletsky

Served as chairman of the Sectional Meeting of the New Jersey Association of Mathematics Teachers held at Montclair.

Served as co-editor of the New Jersey Mathematics Teacher

Attended the regular meetings of the New Jersey Association of Mathematics Teachers

Spoke at the annual meeting of the National Council of Mathematics Teachers in San Francisco

Held the position of assistant treasurer in the Montclair Alumni Association

Wrote several book reviews for publication

Gave numerous talks and workshops in junior high school mathematics to various groups

Spoke on careers in mathematics at the East Paterson High School

Report of Mr. Anderson

Reviewed Set Theory: The Structure of Arithmetic by Hamilton and Landin for the New Jersey Mathematics Teacher, March 1962.

Conducted a seminar jointly with Dr. Pettofrezzo on desk calculators at the conference of college mathematics teachers held at Montclair State College, June 1962.

Assisted with advising for the mathematics department during summer school registration.

Attended conference of college mathematics teachers at Montclair State College as a participant, June 1962.

Attended two meetings of the Association of Mathematics Teachers of New Jersey, September 1961 and November 1961.

Attended the summer meeting of the National Council of Teachers of Mathematics, Madison, Wisconsin, August, 1962.

IV. Recommendations

The usual telephone and administrative problems continue. The major recommendation is for the opportunity to revise our departmental course offerings to implement the goals of the Teacher Training Panel of the Committee on the Undergraduate Program in Mathematics as approved by the Mathematical Association of America and the National Association of State Directors of Teacher Education and Certification.

Respectfully submitted

Bruce E. Meserve

Bruce E. Meserve
Chairman, Mathematics Dept.

Montclair State College

Department of Music

Report to the President
1961-1962

I. Trends and Developments

A. Changes in the Music Faculty

1. Mrs. Dorothy Priesing's teaching time has been increased from four-fifths to five-fifths or full-time for the 1962-1963 year.

B. Gifts to the College

1. There were no gifts to the college during the 1961-1962 year.

C. Mark Andrews Scholarship

In the past the Mark Andrews Scholarship has been awarded to an upperclass student who was interested in vodal and choral music.

The Mark Andrews Scholarship was not awarded during the year 1961-1962.

D. Clarence O. S. Howe Memorial Organ Scholarships

The Dr. C.O.S. Howe funds are used primarily for upperclass organ stundents.

This scholarship was awarded to Mr. Christopher Donges for the year 1962-1963 in the amount of $100 to study organ privately with Dr. Clare Coci during the summer. The amount is to cover six lessons at $15 each and to provide $10 for the purchase of necessary music.

E. Robert Lombardi Memorial Scholarship

The Robert Lombardi Memorial Scholarship is to be given to a needy junior about to enter his senior year with outstanding ability in an instrumental major. This monetary award from the music majors and two music minors of the class of 1961 is in the amount of $100.00.

This scholarship was awarded to Mr. James Carucci for the 1962-1963 year.

F. Instrumental Ensemble Festival

The Eleventh Annual Instrumental Ensemble Festival was held on Saturday, April 14, 1962. Thirty ensembles, representing eleven schools and including one hundred sixty pupils participated.

The festival was sponsered jointly by the New Jersey Music Educators Association and the Music Department of Montclair State College.

Institute- Bowie College

Department of Music

Report to the President
1963-1964

I. Trends and Developments

A. Changes in the Music Faculty

1. Mrs. Dorothy Pickering's teaching time has been increased from four-fifths to five-fifths or full-time for the 1963-1964 year.

B. Offers in the College

1. There were no gifts to the college during the 1963-1964 year.

C. Work Between Institutions

In the past the Bowie Summer Institutes have been supplied in an unexpected manner by the Instructors in music in small and large ensembles.
The Bowie Summer Institutes are not needed during the year 1963-1964.

D. Growth of the Music Department

The Mr. C.S.E. Home Fund was used primarily for repertoire class organs.
This availability was received in the Instructional budget for the year 1963-1964 in the amount of $500 to study music privately with Mr. Clare Joel during the summer. The method is to cover the lessons at the rate of $10 per hour, including the problems of concerning music.

E. Bowie Federal Summer Institutes

The Bowie Summer Musical Institutes is to be given to a newly formed group to serve the medium size or a combined ability in an instructional style. This summer were from the music majors and the music teachers of the school of 1963. In the amount of $500.00.
This availability was received in the Instructional budget for the 1963-1964 year.

F. Instructional Summer Institute

The Eleventh Annual Instructional Summer Institute was held on Saturday, April 13, 1963. Thirty executive, instructional classes authority and instructing the required state music participation.
The Institute was sponsored jointly by the New Jersey State Education Association and the State Department of Instruction State College.

Ensemble Festival (con't)

The Brass Quintet of the college played the following numbers: Three Pieces by Pezel and Morganmusik by Hindemith. The Woodwind Quintet also of the college played the following numbers: Overture by Teleman and Quintet by Nielson.

The Festival will be repeated next year on Saturday, April 20, 1962.

G. Memorial Day Service

The music department paritcipated actively in the Memorial Day Services held on Wednesday, May 30, 1962 at 4:30 P.M. The following numbers were performed by Russell Hayton on the Memorial Organ: Fifth Sonata by Alexandre Guilmant, Meditation on Brother James's Air (Psalm 23) by Harold Darde, and the National Anthem by Smith.

H. Music Educators of New Jersey

The Montclair State College made the music building available to the Music Educators of New Jersey for their annual piano auditions. These auditions were held on Saturday and Sunday, May 12 and 13; on which days approximately 200 piano students auditioned with a jury of outstanding piano pedagogues.

I. Instruments Purchased, September, 1961

Tympani, one set Ludwig #880, 26"and29" Professional Symphony Model	value $397.00
Tympani, Ludwig # 874 Machine Tympani, 23"	value 125.00
Clarinets, Buffet in Bb, 17 keys, 6 rings R 13	Value 973.50
#64212, Masterbore	
#64870, Masterbore	
#64941, Masterbore	
#64855, Masterbore	
#64872, Masterbore	
#64955, Masterbore	
Tuba, Mahillon-Sears , BBb, (4 valves)	value 898.00
#3901	
#3902	

J. Inventory of College Owned Instruments as of July 1, 1962

Instrument	Value
piccolo C Reynolds #12980	$100.00
piccolo C Martel #2901	75.00
flute Gerard #41272 (stolen)	100.00
flute Armstrong #24192	100.00
oboe Continental Colonial #26815	150.00
bboe Penzel Muller #15308	300.00
english horn Loree #J90 (military system)	100.00

Transmission Equipment (cont'd)

The Grass Valley of the Antioch plant has Philadelphia numbers:
Three Phases by Pacific and Electronics, in Hartford. The
Essential equipment also at the Antioch plant includes the following numbers
Carrying by Telephone and Telegraph in Italian.
The Festival will be repeated next year on Saturday, April 30, 1966.

6. Essential Day Service

The main Sacramento performances ended, in the Essential Day
Service held on Saturday, the 30, 1965 in Grid 2-A. The
following numbers were performed by Overall Bureau as the
Essential Organ: Stick Shift by Alexander Tolstoy, Technicians
on Station Jesus's Air Filters 21) by Jerrold Jones, and the
Festival Theme by Vogel.

7. Audio Education of Our Lower

The Beneficiary Aids Colleges some the audio building available
to the Photo Industry of the Among the Other Small Audio Equipment.
These auditions were held on Saturday and Sunday, May 21 and 22.
on which days respectively. PV Pilot Industry provided a 90.1 jury
of accountants plus employees.

8. Industrial Investment Department, 1965

Tyrone, Sam and Linda Mfg. Company [illegible]
Professional Equipment Bank
Tyrone, Linda & Its Service Tyrone, 20 [illegible]
Stanford, Buffer Co. 30, 27 Yrs. Tyrone 1 [illegible]
Mfg.01, Harmonica
Mfg.70, Instrument
Mfg.71, Harmonica
Mfg.07, Harmonica
(Sa.7) Harmonica
Mfg.07, Harmonica
Tyrone, Equipment , Chg. (2 values) [illegible]
[illegible]
[illegible]

9. Inventory of Equipment/Instruments as of July 1, 1965

Instrument	Value
Pianos & Special Pianos	[illegible]
Pianos & Vocal Arms	[illegible]
Stage Sound Utility Systems	[illegible]
Studio Instrument Amplifier	[illegible]
Open Instrument Electrical Equipment	[illegible]
Open Sound Studios Stage	[illegible]
Equipment Lower Open Other Institutes Equipment	[illegible]

Inventory (con't)

	Instrument	Value
	clarinet M. Lacrois #412784	$85.00
	clarinet (French) #MST41273	50.00
	clarinet Noblet #5607	50.00
	clarinet Pastore A188	50.00
	clarinet LaCroix (no number)	85.00
	clarinet Pierre Maure #24614	85.00
	clarinet Frank Flo #19267L	85.00
	clarinet Concord #1991	85.00
	clarinet Cabart (no number)	85.00
*	clarinet Buffet #64212	162.00
*	clarinet Buffet #64855	162.00
*	clarinet Buffet #64870	162.00
*	clarinet Buffet #64872	162.00
*	clarinet Buffet #64941	162.00
*	clarinet Buffet #64955	162.00
	clarinet (in A) Albert #41237	85.00
	clarinet (in A) no name (wooden) #41285	50.00
	clarinet Pierre Maure #24600	85.00
	alto clarinet Mariel Freres #41274	125.00
	alto clarinet Gerard #412765	225.00
	bass clarinet Rampone #25233	300.00
	bass clarinet LaBlanc #4252	500.00
	bassoon Cabart #41275	450.00
	sarrusophone Conn #V215	200.00
	cornet Olds #3491	100.00
	cornet Reynolds #45645	150.00
	cornet Reynolds #38222	200.00
	cornet Reynolds #38486	200.00
	cornet Conn #639794	150.00
	cornet King #332334	150.00
	cornet King #351009	150.00
	double F horn Reynolds #52931	345.00
	fluegelhorn Melville-Clarke #2621	150.00
	fluegelhorn Besson #231186	200.00
	french horn (single) Conn#364684	250.00
	french horn (double) Conn #362399	400.00
	french horn (double) Rampone #244	150.00
	french horn (single) Continental Colonial #124469	100.00
	french horn Holton #211373	300.00
	french horn Holton #211378	300.00

Inventory	Price
Alabama v. Lawrence (Slayer)	[illegible]
Alabama (Green) (Slayer)	[illegible]
Alaska Bald Eagle	[illegible]
Alaska Fairies Egg	[illegible]
Alaska Tachinga Ice Worms	[illegible]
Alaska Fierce Tooth Moth	[illegible]
Alaska Tree Fly Orchid	[illegible]
Alaska Wooden Idol	[illegible]
Alaska Zombie Ice Worm	[illegible]
* Alaska Zuvia (Slayer)	[illegible]
* Alaska Zuvia (Slayer)	[illegible]
* Alaska Zuvia (Slayer)	[illegible]
* Alaska Zuvia (Slayer)	[illegible]
* Alaska Zuvia (Slayer)	[illegible]
* Alaska Zuvia (Slayer)	[illegible]
Alpine Ice Ai Albert (Slayer)	[illegible]
Alpine Ice Ai Wolfram (Wooden) (Slayer)	[illegible]
Alpine Fierce Tooth (Slayer)	[illegible]
Alt Alpine Tooth Fierce (Slayer)	[illegible]
Alt Alpine Tooth (Slayer)	[illegible]
Ban Alpine Dragon (Slayer)	[illegible]
Ban Alpine Lakes (Slayer)	[illegible]
Banana (Slayer) (Slayer)	[illegible]
Barracuda Cave (Slayer)	[illegible]
Cave Ice (Slayer)	[illegible]
Cave Dragon (Slayer)	[illegible]
Cave Dragon (Slayer)	[illegible]
Cave Jungle (Slayer)	[illegible]
Cave Lake (Slayer)	[illegible]
Cave Fog (Slayer)	[illegible]
Cave Fog (Slayer)	[illegible]
Cave Fog (Slayer)	[illegible]
Double Y Ban Dragon (Slayer)	[illegible]
Flamingo Hallucinogenic Fruit	[illegible]
Flamingo Tongue (Slayer)	[illegible]
Frank Burr (Alpine) (Slayer)	[illegible]
Frank Burr (Double) Ice (Slayer)	[illegible]
Frank Burr (Double) Dragon (Slayer)	[illegible]
Frank Burr (Double) Dragon (Slayer)	[illegible]
Frank Burr Yellow (Slayer)	[illegible]
Frank Burr Yellow (Slayer)	[illegible]

Inventory (con't)

Instrument	Value
bass trombone #60254	$205.00
bass trombone #60627	269.00
bass trombone #60518	205.00
baritone Reynolds #36221	350.00
baritone Pan American	250.00
baritone York	125.00
baritone saxophone Selmer #79324	374.00
Eb tuba Conn #155134	100.00
BBb tuba King #253987	275.00
BBb tuba Clear Tone #7274	50.00
BBb tuba Reynolds #48380	500.00
tuba Reynolds #54219 (Contempora)	477.00
* BBb tuba Mahillon-Sears	449.00
* BBb tuba Mahillon-Sears	449.00
sousaphone York #908 1/6	275.00
bells MSC 4 1281	100.00
xylophone MSC #41283	100.00
glockenspeil MSC #41280	125.00
deagan chimes w/wooden rack	400.00
field drum MSC #41276	35.00
field drum MSC #41277 (Rogers)	35.00
field drum MSC #41282	35.00
concert drum MSC #41278	40.00
concert drum Slingerland	45.00
bass drum MSC Ludwig	35.00
bass drum MSC Slingerland #41279	75.00
bass drum MSC Slingerland #41280	150.00
snare drum Ludwig super-sensitive	125.00
timpani (three Machine, one hand tuned)	600.00
* timpani (two machines) Ludwig #880	397.00
* timpani (one machine) Ludwig #874	125.00

Inventory (cont'd)

Equipment	Value
Base: Brahma (ARDC)	[illegible]
Base Brahma (ARDC)	[illegible]
Base Brahma (ARDC)	[illegible]
Building Storage (ARDC)	[illegible]
Building Two Brahma	[illegible]
Building Two	[illegible]
Building Maintenance (ARDC)	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible] (Commercial)	[illegible]
* [illegible]	[illegible]
* [illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible] (Factory)	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
* [illegible]	[illegible]
* [illegible]	[illegible]

Inventory (con't)

Instrument	Value
cymbals (pair) K Zildjian	$75.00
cymbals (pair) A Zildjian	75.00
cymblas (pair) A Zildjian	85.00
cymbals (1 large, 2 small) 21" - 12" - 12"	55.00
tam-tam	50.00
tom-tom (2) 13" - 14"	90.00
gong (28") A Zildjian	100.00
violin #1, bow, case	75.00
violin #2, bow, case	100.00
violin #3, bow, case	100.00
violin #4, bow, case	100.00
violin #5, bow, case	125.00
violin#6, bow, case	125.00
viola #1, bow, case	100.00
viola #2, bow, case	75.00
cello, no bow	75.00
cello, #1, bow, case (cello $200 - cover $30)	230.00
cello, #2, bow, case (cello $200 - cover $30 - bow $30)	260.00
bass #1, French bow, poor cover (bass $165 - bow, poor $10)	175.00
bass #2, French bow, no cover (bass $165 - bow, poor $10)	175.00
bass #3, German bow, no cover (bass $165 - bow, very poor $5)	170.00

* Purchased 1961-1962.

The college owns these instruments which are loaned to students for use in Music 205, 206A, 206B, 309, and in the college orchestra, band, and opera workshop.

K. Policies Regarding Use of College Owned Musical Instruments.

At a Music Instrument Conference on May 26, 1959, the following policies were adopted regarding the use of college owned instruments:

1. College owned instruments may be rented or lent to students for use in Music 205A, 205B, 206A, 206B, 309, and in college orchestra and band.

Instrument Policies (con't)

2. Policy regarding instrument purchase. Although students are urged to purchase their own primary and secondary instruments, it will be necessary for the college to supply certain less usual instruments such as A clarinet, English horn, contra-bassoon, and such large and specialized instruments as tubas, euphonium and tympani.

3. Custodians for school-owned instruments.
It was agreed that the following teachers will serve as custodians for these instruments; Dr. Moore for Brass and percussion instruments; Dr. Christmann for woodwinds; and Mr. Zerbe for strings. These teachers will assume full responsibility for the storage, distribution,care and repair of these instruments.

4. It was agreed that school-owned instruments may be rented to students for use in instrumental classes in Music 205A, 205B, 206A, 206B, and 309. Under special circumstances these instruments may also be rented for use as primary and secondary instruments. As a means of complementing the instmumentation of either orchestra or band it was agreed that school-owned instruments may be lent to either music or general students for use in these organizations.

5. It was agreed that a charge of $12.50 a semester should be made for those students who wish to rent college-owned instruments. the same charge will be made for the rental of instruments during the summer.

6. Bills for instrumental rental still be issued by Dr. Moore for brass instruments and percussion; by Dr. Christmann for woodwind instruments and by Mr. Zerbe for string instruments. Rental fee will be paid to Mr. Nichols, in the Faculty-Student Co-op. No student will be admitted to instrument classes without a receipt.

7. Instruments will be lent for use in oudhestra or band by Dr. Moore, for brass and percussion; Dr. Christmann for Woodwinds; and Mr. Zerbe for Strings.

8. A contract in triplicate will be made out for each rented or lent school-owned instrument. One copy for Music Department, one for Faculty-Student Co-op, and one for the student. Dr. Moore was asked to submit a new form of instrument contract.

9. College-owned instruments will be issued for each semester and for the summer esession. Cancelled contracts will be filed in the music office at the close of each semester.

Government Publishing (cont'd)

7. Policy regarding government publishing. Although students are urged to purchase their own publications, but regarding institutions, it will be necessary for the publication to supply students some usual information such as a statement, textbook lists, syllabus, and such items as mimeographed instructions in laboratory procedures and lectures.

8. Facilities for textbook-review institutions.
It was agreed that the Editorial Committee will serve as authorities for these institutions. The review the items and prepare a bibliography, for distribution for consideration, and by, Lapse for publication. Some institutions will assume responsibility for the review, distribution and preparation of these instruments.

9. It was proposed that textbook-review institutions may be invited to evaluate the work in instructional science by Fields (CTS), (CTS), (CTS), and (CTS). There special committees (CTS) instructional evaluation in relation to the work of school and secondary environments. In a review or instructional use evaluation of either evaluation or book it was agreed that textbook-review institutions may be used as the school teacher or general students therein in these evaluations.

10. It was proposed that a survey of (CTS) in education would be made for these students who plan to enter multi-cultural institutions. The survey results will be made the subject of instructional survey the course.

11. Title for instructional aids will be known for Dr. Jones for these instruments and preparation. Dr. Dr. Stanford the textbook instruments and in Dr. Jones for other instruments. Funds for will be part in Dr. Jones, in the Curriculum-Student Survey. The students will be substituted for instruments planned at least a problem.

12. Instruments will be used for use in instruments or book in Dr. Jones for survey and preparation. Dr. Dr. Stanford the textbook and Dr. Jones for Fields.

13. A survey in evaluation will be made on textbook-review or Jones textbook-review institutions. Dr. Jones and Dr. Fields instruments and for Fields-Student Survey, and the Jones study.
Dr. Jones was asked to submit a new form of instrument review.

14. Textbook-review institutions will be known for book evaluation in the book review institutions. Instruments will be given to the book editor at the close of book review.

Instrument Policies (con't)

10. It is recommended that an accession book be kept in the Music Office. This book will record date of purchase, serial number, make, from whom purchased, cost, and other pertinent information.

11. It is recommended that a cumulative history be kept of each instrument indicating to whom rented or lent, dates of issue, and return, condition and repairs made.

L. Inventory of College Owned Pianos as of July 1, 1962.

Piano	Number	Description
Music Bldg.		
Rm. 1 - Weber		Aeolian Duo-art, small grand
2 - Chickering	149986	Walnut Grand and Bench
3 - Mason and Hamlin	D31168	Walnut Upright
4 - Sargent, Cinn.	176140	Mahogoney Upright
5 - Steinway	105187	Walnut Upright
6 - Everett	123254	Light Walnut Upright (console)
7 - Everett	139465	Light Walnut Upright (console)
8 - Adam Schaaf, Chig.	31937	Cabinet Grand Upright
9 - Gulbransen, Chig.	261282	Registering Upright
10 - Steger & Sons, Chig.	21807	Mahogony Upright
11 - Everett	139485	Light Walnut Upright (console)
12 - Steinway	201834	Mahogony Grand, style A
12 - Steinway	192250	Oak Grand, style M
13 - Everett	122745	Light Walnut Upright (console)
RR - Jewett, Boston	42044	Mahogony Upright
RR - Griffith, Newark	85135	Oak Console
RR - Wurlitzer, DeKalb	680871	Blond Upright
RR - Hensel, New York	70290	Mahogany Upright
Life Hall		
Cafeteria		
Hamilton		Canvas Cover, Blond Console matching bench
Mem. Aud.		
Steinway	B358015 N1140	Canvas Cover, Ebony 7' Grand - ebony chair
Weber (Orch. Pit)	37860	Upright
Emerson (Stage)	73344	Upright
Chapin Hall		
Living Room		
Hazelton Bros.	70849	Mahogany Grand
Russ Hall		
Living Room		
Steinway	242856 E1262-1927	Model L
Steinway	227014 C66	Model A

Interested Politics (Cont'd)

10. It is recommended that an examination board be kept by the Union Office. This board will record date of purchase, health certificate, body, from whom purchased, cost, and other pertinent information.

11. It is recommended that a qualitative history be kept of each individual individually in some method or card, cause of death, and return, hospitalization and results made.

I. Inventory of Union Owned Items as of Jan. 1, 1948.

Item	Value	Description
Music Hall.		
No. 1 - Wagner		Medium Mahogany, small grand
2 - Mahoney	[illegible]	Upright Grand and Bench
3 - Steger and Martin	[illegible]	Walnut Upright
4 - Sherman, Clay.	[illegible]	Mahogany Upright
5 - Chickering	[illegible]	Mahogany Upright
6 - Steinway	[illegible]	Walnut Upright Grand (Converted)
7 - Steinway	[illegible]	Walnut Upright Grand (Converted)
8 - Kohler Chase, Inc.	[illegible]	Mahogany Grand Upright
9 - Cottingham, Chas.	[illegible]	Mahogany Upright
10 - Steger & Sons, Inc.	[illegible]	Mahogany Upright
11 - Steinway	[illegible]	Walnut Upright Grand (Converted)
12 - Mahoney	[illegible]	Mahogany Grand, style A
13 - Chickering	[illegible]	Mahogany, style B
14 - Steinway	[illegible]	Upright Grand Upright (Converted)
15 - Jewett, Walter	[illegible]	Mahogany Upright
16 - Wurlitzer, Rudolph	[illegible]	Oak Console
17 - Wurlitzer, Rudolph	[illegible]	Walnut Console
18 - Bennett, Sam Jack	[illegible]	Mahogany Console

Life Hall

Cafeteria:
Tables

Pen. Set.
Platform

Lower Level, Hall
Seating (Chairs)

Theater Hall

Living Room
Tables Chairs.

Dining Hall

Living Room
Tables
Benches

Inventory of Pianos (con't)

Steinway	189695 V5119	Duo-Art Pianola
Basement		
Pianola Piano	32511 116P	

College High

Auditorium		
Wurlitzer		Blond Console
Room 5		
Ruhenheck	406082	Console, Matching Bench

N. Concerts, Recitals, Assemblies, and Extra-Curricular Activities

1. Faculty Recitals
   a. India Zerbe, Cellist; Dorothy Priesing, Pianist; Louis Zerbe, Violinist. - October 29, 1961
   b. Russell Hayton, Organist. - November 19, 1961
   c. Benjamin Wilkes, Tenor. - March 28, 1962.
2.
2. Graduation Recitals
   a. Frank Rainey, Piano. - November 26, 1961
   b. Alice Tanner, Bassoon. - March 18, 1962
   c. Frances Martoglio, Percussion. - March 18, 1962
   d. Natalino Carrea, Trumpet. - April 8, 1962
   e. Jack Peters, Flute. - April 8, 1962
   f. Patricia Knoopka, Piano. - April 15, 1962
   g. Joanne Manailovich, Soprano. - April 29, 1962
   h. Albert Vidovich, Trombone. - April 29, 1962
   i. Kathleen Gaffney, Piano. - April 28, 1962
   j. Melba Smith, Soprano. - May 6, 1962
   k. Robert Poeschl, Trumpet. - May 6, 1962
   l. Harvey Altman, Clarinet. - May 13, 1962
   m. Matthew Favaro, Trumpet. - May 13, 1962
   n. Maryann Mc Nally, Flute. - May 20, 1962
   o. Michael Brescia, Trumpet. - May 20, 1962
   p. Gerardo Luongo, Trumpet. - May 27, 1962
   q. George Feno, Trombone. - May 27, 1962

3. Student Recitals

a. Friday	October 20, 1961	Russ Hall	3:30
b. Friday	November 17, 1961	Russ Hall	3:30
c. Friday	January 5, 1962	Mem. Aud.	3:30
d. Thursday	February 8, 1962	Russ Hall	4:30
e. Thursday	February 22, 1962	Russ Hall	4:30
f. Thursday	March 8, 1962	Russ Hall	4:30
g. Thursday	March 22, 1962	Russ Hall	4:30
h. Thursday	April 12, 1962	Russ Hall	4:30
i. Thursday	April 26, 1962	Russ Hall	4:30
j. Thursday	May 10, 19 2	Russ Hall	4:30

Inventory of Items (cont'd)

Balcony

Basement

Kitchen Table

Auditorium

Auditorium

Room 7

Stanford

Stanford, Kentucky Board

8. Cemetery, Burial, Memorial, and Commemorative Activities

1. Pre-Civil War

a. Stone Arches, Initial; Lincoln Pulaski, Stanford, and Lancaster, Kentucky - October 27, 1858
b. Burnett Angling Trophies. - November 17, 1858
c. Tombstone Tablet, Trees. - March 28, 1860.

2.

3. Commemorative Plaques

a. Frank Roberts Plaque. - November 23, 1963
b. Alice Tanner Bronze. - March 12, 1958
c. Stephen Fangmeier Plaque. - March 17, 1962
d. Dedicate Garden, Bronzed. - April 7, 1958
e. Alan Walker Plaque. - April 2, 1958
f. Pledge Sunday Plaque. - April 27, 1962
g. Pledge Sunday Bronze. - April 28, 1963
h. Clover Fellowship, Tablets. - April 28, 1963
i. Lillian Dorsey Plaque. - April 28, 1963
j. Helen Gray, Bronze. - May 5, 1963
k. Robert Pendell, Trophy. - June 9, 1963
l. Harvey Gibbs, Clarion. - June 12, 1963
m. Burdine Fairon, Trophy. - June 12, 1963
n. Hughes Sis Sally, Tablet. - June 26, 1963
o. Randall Reynolds, Trophy. - May 31, 1963
p. Jeremiah Dawson, Trophy. - June 27, 1963
q. Jeanne Dean, Trophy. - June 27, 1963

3. Flower Baskets

a. Friday Morning 20, 1963 Green Hall 1:30
b. Friday Morning 27, 1963 Green Hall 1:30
c. Friday January 3, 1964 Green Hall 1:30
d. Thursday February 6, 1964 Green Hall 1:30
e. Thursday February 20, 1964 Green Hall 1:30
f. Thursday March 5, 1964 Green Hall 1:30
g. Thursday March 19, 1964 Green Hall 1:30
h. Thursday April 16, 1964 Green Hall 1:30
i. Thursday April 30, 1964 Green Hall 1:30
j. Thursday May 14, 1964 Green Hall 1:30

Student Recitals (con't)

k. Thursday	May 17, 1962	Russ Hall	10:30
l. Thursday	May 17, 1962	Russ Hall	4:30
M. Tuesday	May 22, 1962	Russ Hall	2:30
n. Thursday	May 24, 1962	Russ Hall	12:30
o. Thursday	May 24, 1962	Mem. Aud.	4:30

4. Band Activities

Dates	Activities
9/23/61	Football game (marching band)
10/7/61	Football game (marching band)
10/28/61	Football game (marching band)
11/11/61	Football game (marching band)
10/10/61	Assembly (symphonic band)
10/24/61	Assembly (concert band)
11/21/61	Concert - Mem. Aud. - (concert band)
4/13/62	Concert at Clifton P.S. #13 (concert band)
/ /62	Concert at Newton High School(concert band)
3/ 21/ 62	Symphonic Band Concert - Mem. Aud. - (student conductors)
5/20/62	Symphonic Band Concert - Amphitheatre - (student Conductors)

5. Orchestra Activities

Dates	Activities
9/26/61	Convocation Exercises
12/6&7/61	Opera Workshop
12/12/61	Christmas Assembly
4/18/ 62	Orchestra - Opera Workshop Concert
5/15/62	Opera Workshop Assembly
6/7/62	Graduation Exercises

6. Opera Workshop Activities

Dates	Activities
12/6&7/61	Die Fledermaus
4/18/62	Orchestra - Opera Workshop Concert
5/15/62	Assembly - The Kiss at the Door

7. Choir

Dates	Activities
9/26/61	Convocation Exercises
12/12/61	Christmas Assembly
12/12/61	Program - St. James Church
3/25/62	Combined Choral Festival

Friday Evening (cont'd)

h. Thursday Eve 17, 1962	Dem. Hall		5:30
i. Thursday Eve 17, 1962	Dem Hall		5:30
j. Thursday Eve 17, 1962	Dem Hall		7:30
m. Thursday Eve 17, 1962	Dem Hall		10:30
n. Thursday Eve 17, 1962	Dem. Hall		5:30

6. Dual Entertainment

Date	Individual
9/24/62	Vladimir Ussr (Dancing Dem)
10/1/62	Vladimir Ussr (Dancing Dem)
10/8/62	Vladimir Ussr (Juggling Dem)
10/15/62	Vladimir Ussr (Juggling Dem)
10/22/62	Lassally (Juggling Dem)
10/29/62	Lassally (Juggling Dem)
11/5/62	Dancers - Dem. Hall - (Dancing Dem)
11/12/62	Dancers in Costume - 7:30 (Dancing Dem)
11/19/62	Dancers in Masks 8:45 (Dancing Dem)
11/26/62	Symphonic Chamber Chorus - Dem. Hall - (Musical Entertainment)
12/3/62	Symphonic Chamber Chorus - Instrumentalists - (Musical Entertainment)

7. Commercial Entertainment

Date	Individual
9/24/62	Conversation Theatre
10/1/62	Opera Workshop
10/8/62	Theatre Assembly
10/15/62	Opera Workshop - Opera Workshop Concert
10/22/62	Opera Workshop Assembly
11/5/62	Conversation Theatre

8. Dem Assembly Activities

Date	Activities
10/24/62	Life Classroom
11/5/62	Orientation - Dem Assembly Concert
11/12/62	Assembly - The Elite of Van Dam

9. Music

Date	Individual
9/24/62	Conversation Theatre
10/1/62	Theatre Assembly
10/8/62	Chorus - Dr. Dana Thomas
10/15/62	Madison Brass Quintet

Choir Activities (con't)

Dates	Activities
5/23/62	Spring Concert - Mem. Aud.
6/2/62	Baccalaureate Service
6/7/62	Graduation Exercises

8. M.E.N.C. Sponsored Recitals, Assembly, and Lectures

Dates	Activities
11/5/61	Woodwind and Brass Quintet
/ /62	Lecture - Dr. E.R. Ranucci
/ /62	Lecture - Mr. F. Kirschner
4/24/62	M.E.N.C. Assembly

9. Music Organizations Commission - Concert Series - 1961-1962

Dates	Activities
11/21/61	Concert Band Ward Moore, conductor
11/29/61	Pierre Rampal, flute and Veyron-Croiz, piano
12/6&7/61	Die Fledermaus Emil Kahn, conductor
1/17/62	Riverside Chamber Singers
3/21/62	Symphonic Band Ward Moore, conductor
4/18/62	College Orchestra and Opera Workshop Emil Kahn, conductor
5/9/62	Catharine Crozier, organist
5/22/62	Festival Orchestra with Murray Present, guest pianist Emil Kahn, conductor
5/23/62	College Choir Russell Hayton, conductor

10. Music Department Assembly and Other Programs

Dates	Activities
12/12/61	Christmas Assembly Program
3/25/62	Combined Choral Festival
4/24/62	M.E.N.C. AssemblyProgram
5/15/62	Opera Workshop Assembly

N. Musical Organizations of the College

1. The College Choir; Russell Hayton, conductor
2. The College Orchestra; Emil Kahn, conductor
3. The College Band; Dr. Ward Moore, conductor
4. The College Opera Workshop; Emil Kahn, conductor

7. [illegible] (Local)

Date	Activities
[illegible]/02	[illegible] - [illegible]
[illegible]/02	[illegible]
[illegible]/02	[illegible]

8. [illegible] [illegible], [illegible], and [illegible]

Date	Activities
[illegible]	[illegible]
[illegible]	[illegible] - [illegible]
[illegible]	[illegible] - [illegible]
[illegible]/02	[illegible]

9. [illegible] - [illegible] - [illegible]

Date	Activities
[illegible]/02	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]/02	[illegible]
[illegible]/02	[illegible]
[illegible]	[illegible]
[illegible]/02	[illegible]
[illegible]	[illegible]
[illegible]/02	[illegible]
[illegible]/02	[illegible]
[illegible]	[illegible]
[illegible]/02	[illegible]

10. [illegible] [illegible] and [illegible]

Date	Activities
[illegible]/02	[illegible]
[illegible]/02	[illegible]
[illegible]/02	[illegible]
[illegible]/02	[illegible]

11. [illegible] [illegible] of the [illegible]

1. [illegible]
2. [illegible]
3. [illegible]
4. [illegible]

O. Lambda Mu Chapter of Phi Mu Alpha Sinfonia Fraternity.

The Lambda Mu Charter was presented to the chapter on March 31,1962 by National Sinfonia President William B. Mc Bride. Since that time the chapter has met six times at weekly meetings and the executive committee has met 4 times.

The objectives of the fraternity are the following:

1. To advance the cause of music in America.
2. To foster the mutual welfare and brotherhood of students of music.
3. To develop the truest fraternal spirit among its members.
4. To encourage loyalty to the Alma Mater.

The officers of the chapter are: Ronald Owens, president, Garfield Jones, vice-prisident, Ernest Stuber, secretary, John Mayurnik, treasurer, Kenneth Licher, historian, and Gary Evans, corresponding secretary. Our original faculty advisor was Dr. Ward Moore who has recently been succeeded by Mr. Benjamin Wilkes. Other faculty Members who belong to Sinfonia include Dr. Arthur Christmann, Mr. Russell Hayton, Mr. Murray Present, Dr. Harvey Wilson, and Mr. Louis Zerbe. Mr. Emil Kahn is an honorary member of the chapter. There are 32 charter members of Lambda Mu.

The contact with the national office is through:

Mr. Haven Hensler (Province Governor)
Peabody Conservatiory of Music
Baltimore, Maryland

Dr. Price Doyle
National Secretary
College Station
Murray, Kentucky

P. Student Chapter of the Music Educator's National Conference

This organization under the direction of Dr. Dorothy Morse and Mr. Louis Zerbe, Faculty Advisors, has done much for the professional growth of our music students. They have sponsored two lectures, one given by Dr. Ernest R. Ranucci, Chairman, Mathematics Department, Newark State College, on"The Relationship Between Mathematics and Music," and the other by Mr. Fred Kirschner of Dorn and Kirschner Music Store, Newark, on "Instrument Repair." They have sponsored recitals and assembly programs in this college.

II. Enrollment Data

A. Music Majors - Total 91

Seniors - 17 Sophomores - 28
Juniors - 24 Freshmen - 22

B. Music Minors - Total 0

9. Leaders in Charge of FFA in Lake District Programs:

The leaders in charge was presented to the director on March 31,1962 by National Officers President William G. Du Bois. Other that make the director has not all times at monthly meetings and in especially meetings are not I times.

The objectives of the Program is as follows:

1. To preserve the union of world in health.
2. To foster the social welfare and leadership of students of world.
3. To develop the young Japanese spirit among the members.
4. To encourage loyalty to the Alma Mater.

The activity of the chapter are: Social Dance, Commercial, Partial Aims, Vocational Dance, Social Dance, Memorial, Club Growth, Honorary, Speech Library, Statistics, and Year Book, correspondence services. Our original facility welfare was 30. Most these who are regularly been attended by 70. Regular Office Hour Faculty members are today in Teachers Lounge Mr. Kitsu Chairman, Mr. Donald Dayton, Mr. George Tsunoda, Mr. Lindsay Kilian, Mr. Yoshio Sasaki, Mr. Earl Tom Lewis Director Sec-ter of the chapter. There are 12 officer in charge of Lakeside FFA.

The project also the national office is through:

Mr. Ryoso Sasaki (Lake District Director)
Regional Commissioner of Work
Delinquency Department

Mr. Frank Doyle
Assistant Secretary
Delivery Station
Survey Factory

10. Leaders Chapter in the Lake District's National Officers

This organization under the direction of Mr. Sasaki Ryoso and Mr. Kitsu Kaiko, Faculty Advisor, has been such for the professional growth of our young students. They have improved the interest, and given by Mr. Tsuno S. Tsunoda, Chairman, Vocational Department, Donald Dayton Social Welfare, Jeffrey Matsumoto Between Citizenship and Work, and the above by Mr. Fred Kitsuko of Home and Elsewhere Club Work, Sasaki, as Chairman Sasaki. They have sponsored practice and monthly programs in high school.

11. Department Work

A. Whole Fujita - Total 5:

Boys - 27 | Boys - 9
Girls - 8 | Girls - 2

B. Lake Chapter - Total 7

Enrollment Data (con't)

C. General Students

Music 100 - Music Appreciation required of all students; 17 sections with a total of 580/

D. Attrition of Music Students During School Year, 1961-1962.

1. Juniors

Mrs. Ann Mery Schmidt transferred to part-time status.

Edward Green changed major to English.

2. Sophomores

Alice Fishman dropped for medical reasons, hoping to enter Fall, 1962.

Thomas Gega transferred to Newark State College.

Barbara Washington dropped to work.

3. Freshmen

Patrice Lanchony dropped to become a veterinarian.

Peter Tomasi dropped because he doesn't want to teach.

Eugenia Volq transferred to Rutgers night school to prepare for a concert career.

E. Matriculation at Mid - term

The following transferred to Montclair State College at mid-term:

Beatrice Neff from Paterson State College, Paterson, New Jersey

Christopher Donges from Ashland College, Ashland, Ohio.

F. Applied Music Instruction

Music majors choose a primary and a secondary instrument in applied music, one of which must be either piano or organ. Music majors receive a one hour private lesson weekly on the primary instrument and on the secondary instrument a one-half hour private lesson or class equivalent weekly.

The following table indicates concentration in applied music:

Prerequisite Jobs (cont'd)

5. Subject Employment

Grade 7&8 - Junior Secretarial required at all secondary. If Secretarial is not a subject of study.

6. Attendance of Junior Secretarial Course Should Start, Preferably

1. Business

Gen. Use Typewriting Equipment if typewriting course.

Business Lesson Changed only in Grade.

2. Commercial

Allow Flexible Timetabling for optional Commercial, Preferably in Grade Full Year.

Change Days Timetabled to Commercial Class Subjects.

Continue Timetabling Grade 7&8 in Units.

3. Financial

Provide Financial Grp. of 40 Weeks a Minimum.

Full-Time Student Enrolment in Commercial Course.

Provide Time Timetabled in Financial Adult Course to Provide Use a Student Assist.

5. Implications on Job - Area

The Commercial Department in Secondary Schools Exists in Different Possible Ways Full-Time Training Course Subject, Including, the Course Continuation Course Type Subject Subject Subject Course.

7. Applied-Skill Training

Skill requires Course a Variety and a Minimum Enrolment. In Applied Skills, only Skill Must be Taught Year to Year. Skill Begins Sometime a New Grade Private Lesson Usually on the Problem Enrolment and in the Secondary Enrolment a Secondary Course Lesson or Five Applied Skills.

The Fulfilment Skills Subjects Commercial is Applied Skills

Applied Music Instruction (con't)

Instrument	Number of Students			
	Primary		Secondary	
	Fall, 1961	Spring, 1962	Fall, 19 1	Spring 1962
Bassoon	2	2		
Baritone Horn	1	1		
Clarinet	15	13	2	1
Flute	4	4		
French Horn	3	3		
Oboe	1	1		
Organ	6	7		
Percussion	2	2		
Piano	22	18	27	34
Trombone	6	4		
Trumpet	11	10		
Tuba	2	2		
Violin	3	3		
Voice	19	17	22	23
Violoncello	1	1	1	1

III. Staff and Courses

A, Professors

1. Harvey LeRoy Wilson, Professor; Chairman, Music Department, Choral Technique, The Symphony, Teaching Music in the Secondary School, Problems in Teaching of School Music, Survey of Choral Materials for use in Public Schools, College High School Chorus, College High School 7th Grade.

2. Dorothy Morse, Associate Professor; Music Appreciation, Sight Singing and Ear Training, Teaching Music in the Elementary School, A Cappella Choir and Conducting, College High School 8th Grade, College High School Elective, College High School Choir.

3. Ward Moore, Associate Professor; Instruction on Brass Instruments, Brass Wind Instruments, College Band, School Bands, Music Appreciation.

4. Arthur Christmann, Associate Professor; Instructor of Clarinet and Piano, Woodwind Instruments, Music Appreciation.

5. Louis Zerbe, Associate Professor; String Instruments, Epochs in Music Development, School Orchestras, Instructor of Violin, Music Appreciation.

6. Murray Present, Assistant Professor; Instructor in Piano.

7. Emil Kahn, Assistant Professor; Orchestration, Form and Analysis, Survey of Music Literature, The Opera, Orchestra Conducting, Opera Workshop, Orchestra, Music Appreciation

Activities Made in Instructions (cont'd)

Instrument	Number of Students Involved			
	Primary		Secondary	
	Full Int.	Semi-Int.	Full Int.	Semi-Int.
Bassoon	2	2		
Baritone Horn	1	1		
Clarinet	39	13	3	2
Flute	4	2		
French Horn	1	1		
Horn	1	1		
Organ	1	1		
Percussion	2	2		
Piano	25	50	2	3
Trombone	1	1		
Trumpet	21	12		
Tuba	2	2		
Violin	1	1		
Voice	12	17	2	2
Violoncello	1	1	1	1

III. Staff and Income

A. Performance

1. Harvey Lodge Quintet, Preliminary; Chairman, Louis Lowenthal, Choral Technique, Mrs Thompson, Teaching Music in the Secondary School, Problems in Teaching of Choral Music, Library of Choral Literature for use in Public Schools, Colgate Glee Club, Colgate Orchestra, Colgate Band, The Crown.

2. Concert Piano, Executive Preliminary; Music Appreciation, High School and Star Training, Trumpet - Music in the Elementary School, A Dramatic Choir for Tomorrow, Colgate Glee Club, Colgate Band, The Crown, Colgate Glee Choral Society, Colgate Glee Choral Quartet.

3. Mixed Chorus, Executive Preliminary, Instruction on Brass Instruments, Brass Wind Instruments, Colgate Band, Choral Group, Music Appreciation.

4. Brass Instrument, Executive Preliminary; Instructor of Clarinet and Flute, Teaching Instruments, Music Appreciation.

5. Music Course, Executive Preliminary; Strings Instruments, Course in Music Appreciation, Choral Technique, Instructor of Violin, Music Appreciation.

6. Harvey Pratt, Instrument Preliminary; Conducting in Class.

7. Full Jam, Instrument Preliminary; Introduction, Jam and Society, Survey of Music Literature, The Sports, Technique Instruction, Opera Director, Introduction, Music Appreciation

Staff and Courses (con't)

8. Benjamin Wilkes, Assistant Professor; Instructor of Voice.

9. Russell Hayton, Assistant Professor; Instructor in Piano and Organ, Choir.

10. Dorothy Priesing, Assistant Professor; Instructor of Secondary Piano, Harmony, Counterpoint, Music Appreciation.

B. Instructors

1. Achilles D'Amico - Percussion

2. Catherine Burton - Secondary Piano

3. Ranier De Intinnis - French Horn

4. Gennard Mignola - Oboe

5. Joan Napoliello - Sub-credit Piano

6. Gerald Quinlan - Flute

7. Maxine Shimer - Bassoon

8. Karen Southwell - Secondary Voice Classes, Voice Class for Instrumentalists.

9. Frank Venezia - Trumpet

10. Kathleen Wilber - French Horn

11. India Zerbe - Violoncello

Staff and Students (cont'd)

6. Benjamin Wilkins, Assistant Professor; Lecturer in Ethics.

7. Samuel Hughes, Assistant Professor; Lecturer in Latin and Greek, Classics.

10. Dorothy Williams, Assistant Professor; Instructor in Sociology (Class, Economy, Quantitative, Urban Communities).

8. Instructors

1. Antonio Pinkos - Tarantella

2. Katherine Taylor - Secretary Class

3. Taylor De Jaunay - Crowd Club

4. Thomas Kiyoto - Glee

5. Jane Napolitano - Secretarial Class

6. Sandra Cosino - Glee

7. Marion Glass - Banner

8. Edwin Lawrence - Assembly Club Dances, Glee Club (Instrumentalist).

9. Cindy Tonkin - Tennis

10. Antonio Vidal - Crowd Club

11. Julia Ruth - Publicity

C. Courses Taught During the School Year 1961-1962

Course Title	No. of Sections	Enrollment	Teacher
Music 100 Music Appreciation	17	580	Kahn Priesing Christmann Morse Moore Zerbe
Music 101 Sight Reading and Ear Training I	1	30	Morse
Music 102 Sight Reading and Ear Training II	1	23	Morse
Music 201 Harmony I	1	29	Priesing
Music 202 Harmony II	1	28	Priesing
Music 205A String Instruments	2	28	Zerbe
Music 205B String Instruments	1	15	Zerbe
Music 206A Woodwind Instruments	2	34	Christmann
Music 206B Percussion Instruments	1	12	D'Amico
Music 207 Epochs in Musical DevelopmentI	1	27	Zerbe
Music 208 Epochs in Musical Development II	1	26	Zerbe
Music 406 Epochs in Musical Development III	1	8	Zerbe
Music 301 Choral Technique	1	23	Wilson
Music 305 Orchestration	1	23	Kahn
Music 306A School Orchestras	1	23	Zerbe
Music 306B School Bands	1	18	Moore
Music 307 Form and Analysis	1	27	Kahn
Music 308 Voice Class for Instrumentalists	1	14	Southwell
Music 309 Brass Wind Instruments	1	15	Moore
Music 320 Teaching Music in the Elementary School	1	22	Morse
Music 338 The Symphony	2	43	Wilson
Music 401 The Teaching of Music in the Secondary Schools	1	18	Wilson
Music 405 Orchestra Conducting and Score Reading	1	14	Kahn
Music 407 Development of the Opera	1	36	Kahn
Music 409 Counterpoint	1	11	Priesing
Music 426 Survey of Music Literature	1	34	Kahn
Music 429 A Cappella Choir and Choral Conducting	1	10	Morse
Music 490 Survey of Choral Materials	1	7	Wilson
Music 499A Problems in Teaching of School Music	1	7	Wilson
College High School			
7th Grade General Music	1	30	Wilson
8th Grade General Music	1	30	Morse
General Music Elective	1	10	Morse
College H. S. Chorus, Elective Grades 9-12	1	41	Wilson
College H. S. Choir, Selected Grades 9-12	1	30	Morse

3. Course Trends During the Normal Time 1963-1970

Course Title	No. of Sections	Beginners	Teacher
Music 100 Music Appreciation	32	300	Fine
			Gustafson
			Stone
			Shaw
			Smith
Music 113 Elgar Training and Ear Training I	2	8	Shaw
Music 123 Sight Reading and Ear Training II	2	21	Smith
Music 181 Harmony I	2	25	Fielding
Music 182 Harmony II	2	24	Fielding
Music 205A Choir Instruments	2	24	Shaw
Music 205B Piano Instruments	2	17	Smith
Music 206A Woodwind Instruments	2	22	Gustafson
Music 206B Percussion Instruments	2	22	Fielding
Music 207 Music in Twelfth Development	2	22	Smith
Music 208 Music in Twelfth Development II	2	24	Smith
Music 209 Music in Twelfth Development III	2	4	Smith
Music 211 Choral Techniques	2	20	Shaw
Music 305 Orchestration	2	20	Shaw
Music 306A Choral Techniques	2	20	Smith
Music 307A Talent Music	2	24	Smith
Music 309 Piano Ear Training	2	22	Smith
Music 318 Music Plays the Instrumentalists	2	22	Gustafson
Music 319 Music Vocal Instruments	2	21	Shaw
Music 321 Teaching Music in the Elementary School	2	22	Shaw
Music 332 The Jungle	2	23	Shaw
Music 363 The Teaching of Music in the Secondary Schools	2	20	Shaw
Music 365 Conducting Rehearsing and Show Training	2	24	Smith
Music 367 Musical Theatre	2	24	Smith
Music 368 Music of Black Americans	2	24	Fielding
Music 369 History of Music	2	24	Shaw
Music 370 Music Appreciation	2	24	Fielding
Music 371 Choral Music	2	24	Shaw
Music 372 Music for Elementary Schools	2	7	Shaw

Spring 1971 Normal

7th Grade Concert Choir	2	20	Stone
8th Grade Concert Choir	2	24	Shaw
Concert Choir Chorus	2	21	Shaw
Music 2. 2. Course. Elementary Choir Hall	2	22	Stone
Music 2. 2. Choir. Secondary Choir Hall	2	20	Shaw

IV. Problems for the Future

A. Additional Performing Groups

Presently we have three instrumental and two choral performing groups in the music department known respectively as the (1) Symphonic Band, (2) Little Band, and (3) Orchestra, and, (1) Concert Choir and (2) College Choir. It would be desirable to form additional groups such as Madrigal Singers, Male Chorus, General Chorus, and Various small ensembles; but such groups cannot be adequately directed until staff time becomes Available.

B. Music Offerings and Curriculum

With the hope of curtailing some overlapping and in an effort to strengthen the music curriculum, proposals for revision of the Professional Subject Matter (Specialization) Area were made as follows:

Professional Subject Matter (Specialization), including Student Teaching

Applied Music

7	Primary Instrument	(8 sem.)
3	Secondary Instrument	(6 sems.)
4	Ensembles	(8 sems.)
2	Strings	(2 sems.)
1	Woodwinds	(1 sem.)
1	Brasswinds	(1 sem.)
1	Percussion	(1 sem.)
19	TOTAL	

Theory

4	Sight Singing and Dictation	(2 sems.)
6	Harmony	(2 sems.)
2	Form and Analysis	(1 sem.)
2	Elementary Conducting	(1 sem.)
14	TOTAL	

History

2	Epochs II	(2 sems.)
	Epochs I in lieu of Music 100	
2	TOTAL	

Methods

3	Education 304X Principles and Methods of Teaching	(1 sem.)
3	Elementary Music	(1 sem.) Music 320
3	Secondary Music -	(1 sem.) Music 401
1	School Bands and Orchestras	(1 sem.)
10	TOTAL	

IV. Problems for the Future

A. Additional Performances Desired

Presumably we have three interpretational problems facing groups in the weeks immediately ahead, particularly as the (1) Symphonie Sacr,(2) Little Mass, and (3) Requiem, and, (4) Masses Sacr and (5) Little-a Missa. It would be desirable to have additional groups ready made to perform Missa Sacr, Requiem, Masses Sacr, and Little Mass with adequate; but even groups should be adequately directed will right kind of Russian Liturgists.

B. Audio Difficulties and Duplicates

In the hope of instituting more rehearsals and in an attempt to avoid the audio difficulties experienced the [illegible] of the International Religious Music Festival (Duplicatation) [illegible] made as follows:

International Religious Music Festival (Duplicatation), Including Sacred Concerts

Orchestra Parts

2	Primary Instruments	[2 sets.]
2	Secondary Instruments	[2 sets.]
1	Percussion	[2 sets.]
2	Strings	[2 sets.]
1	Double Bass	[2 sets.]
1	Cembalo	[2 sets.]
1	Cembalo	[2 sets.]
12	Total	

Chorus

2	Chorus Director and Librarian	[2 sets.]
1	Chorus	[1 copy.]
2	Piano and Soloists	[2 sets.]
1	Cembalo Soloists	[1 copy.]
12	Total	

Soloists

1	Soprano II	[2 copies.]
	Soprano I is also on Soloists list	
2	Total	

Vocalists

1	Soprano (Soloist/Soloist and Vocalist)	[1 copy.]
2	Alto (Soloist/Soloist)	
1	Tenor (Soloist)	[1 copy.]
1	Tenor (Soloist and Vocalist)	[1 copy.]
12	Total	

Problems for the Future (con't)

Student Teaching

3	Junior Practicum (4 weeks)	Elementary Schools Ed.403A
5	Senior Practicum (6 weeks)	Secondary Schools Ed.403B
8	TOTAL	GRAND TOTAL 53

Continued study should be given to strengthening and improving the music curriculum and offerings.

C. To prepare more music teachers for New Jersey, we should admit more of the candidates who apply. To admit and effectively prepare more students to become teachers, additional staff, space, equipment and supplies will be needed.

D. Class instruction of voice was begun this year; class instruction of piano will begin next year. It would probably be desirable economically and for purposes of effective instruction to organize large sections of Music 100 - Music Appreciation and Music 338 - The Symphony.

E. To further strengthen the string section of our orchestra a means of attracting to our campus those who play the violin, viola, violoncello, and double - bass should be found.

Problems for the future (cont'd)

Natural Laboratory

1.	Major Projections (5-year)	Commercial/Industrial Relations
2.	Regular Projections (1-year)	Laboratory Library Relations
3.	Visual	Study Tours

Additional study should be given to strengthening and improving the media-curriculum and efforts.

2. To produce more media lessons for use during, or during media teams of non-classroom time periods. To edit and efficiently produce documentary by Teacher Institute, additional staff, and equipment and supplies will be needed.

3. Other institutions of value and longer term study; plans for instructional of planning will begin soon. It would strongly be desirable commitments and the programs of activity in instructing in the Junior Teacher Institute of Media LCD - Media Supervisor; Staff: TAA - Film Production.

4. To further strengthen the media, workshop for instructors a means of planning to use lessons from the media for the students, effectively, and briefly - that should be done.

ANNUAL REPORT

REPORT TO THE PRESIDENT

YEAR 1961-1962

PANZER SCHOOL OF PHYSICAL EDUCATION AND HYG IENE

AT

MONTCLAIR STATE COLLEGE

Submitted: 2-20-63
RWT:erb

MONTCLAIR STATE COLLEGE
PANZER SCHOOL OF PHYSICAL EDUCATION AND HYGIENE

Report to the President
Academic Year
1961 - 1962

I. FACULTY:

Professor
Dr. Richard W. Tews

Associate Professor
Dr. A. C. Coder
Mr. J. DeRosa
Mr. Wm. Dioguardi
Dr. G. Edwards **
Dr. John Redd
Mr. Henry Schmidt
Dr. Hazel Wacker

Assistant Professor
Mr. Henry Ferris
Miss Pauline Foster
Miss Barbara Schumacher
Miss Dolores Shiposh
Miss Patricia Sparrow
Miss Ann Venezia
Mr. David Watkins *

Assistant Professor II
Mrs. Betty Sommer (part-time)

(*) Appointed in place of Mr. Thomas J. Rillo who resigned to pursue a doctoral program at Southern Illinois University.

(**) Promoted to rank of associate professor, September 1, 1961.

Part-time Assistants:

Team Physician: Dr. Jack Brown

Football: Robert Bornstein
Ken Miscia
Howard White

Gymnastics: Tom Dunkley
Helen Hemko

Soccer: Thomas Perillo

Wrestling: Frank Maze

Fencing: Cathy Taylor

RWT:erb

[illegible]

[illegible]

Board of Trustees
Chairman's Tour
[illegible] - [illegible]

I. [illegible]:

[illegible]
Dr. [illegible]

[illegible]
Dr. [illegible]
Dr. [illegible]
Dr. [illegible]
Dr. [illegible]
Dr. [illegible]
Dr. [illegible]
Dr. [illegible]

[illegible]
Dr. [illegible]
Mrs. [illegible]
Mr. [illegible]
Mrs. [illegible]
Mrs. [illegible]
Mrs. [illegible]
Mr. [illegible]
Dr. [illegible] *

[illegible]
Dr. [illegible] [illegible]

(*) [illegible] in place of Dr. [illegible], [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible].

(**) [illegible] [illegible] [illegible], [illegible] [illegible].

Part-time [illegible]:

[illegible]: Dr. [illegible]

[illegible]: [illegible]
[illegible]
[illegible]

[illegible]: [illegible]
[illegible]

[illegible]: [illegible]

[illegible]: [illegible]

[illegible]: [illegible]

ANNUAL REPORT 1961-1962

DEVELOPMENT AND TRENDS:

During this academic year no changes were made in the curriculum. Two new courses were offered, namely, Community Hygiene, Movement Techniques and Rhythmical Accompaniment were offered during the summer term. The Alcohol Education Workshop and Campus Day Camp were continued from previous summers.

The continuing need for a graduate program in physical education was recognized and a committee met regularly to prepare material for the inauguration of such a program. Hope for approval waned toward year's end as the State Department of Education announced that no new graduate programs would be approved in the State Colleges until all graduate offerings were covered on load by regular faculty.

Increased interest has been generated in the athletic program as the teams have met with good success. The coaches and coordinator are due much credit for their work in almost all sports. An improved public relations program and moving some of the home football games to Clifton stadium have also been important factors in helping to focus a good bit of favorable attention on Montclair State College. We feel this attention by the public helps Montclair not only in a better sports program but in recruiting students in all major areas.

The number of students applying for admission to the Panzer School continues to be very large. We look upon this as some indication that the quality of our program and the caliber of our graduates are meeting with acceptance in the field. The caliber of entering students continues to improve also.

PHI EPSILON KAPPA:

On May 10, 1962, Delta Chapter of Phi Epsilon Kappa, the National Physical Education Fraternity, was reactivated. The chapter was first installed by Panzer College in 1923 but had been inactive for many years. In preparation for the reactivation of the chapter, a number of physical education students had met for a year as a physical education club and had sponsored professional programs and held regular meetings. The reactivation was accomplished with cooperation by the Newark Alumni Chapter of Phi Epsilon Kappa, which is one of the largest graduate chapters in the country. The officers were present and assisted in the installation. Also present was Alfred G. Andrews of Syracuse, New York, who is counselor of District 1 of the fraternity and who is one of the first members of the original chapter. The fraternity will continue to sponsor programs of a professional nature which will be a real asset to the overall program of physical education.

ANNUAL REPORT 1961-1962

CALENDAR OF EVENTS:

September 18th - First of a series of three orientation meetings for freshmen of the Panzer School. A new program instituted this year.

September 25th - Second Panzer freshman orientation meeting.

October 2nd - Third and final Panzer freshman orientation.

11th - Physical education faculty meeting

16th - " " " "

23rd - Alumni Basketball Clinic for Women -- discussion, interpretation and demonstration of revised rules.

November 1, 6, 17 and 22nd -- P. E. faculty meetings

November 29th - Dr. Wacker and Dr. Tews - demonstration teaching at Bradford School elementary grades.

December 2nd - Cancer Workshop - Dr. John Redd planned the program and brought to campus some of the most prominent authorities on cancer. Montclair students and people from off campus attended. An outstanding professional program.

December 4th - P. E. faculty meeting.

December 6th - Second demonstration teaching program at Bradford School

December 15th - P. E. faculty meeting

January 4th - P. E. Majors Club Clinic on Care of Athletic Injuries

January 5th - P. E. faculty meeting to plan interviews and tests for prospective freshmen.

January 6th - Tests and interviews for prospective freshmen

January 18th - Meeting of P.E. Dept. - student teacher supervisors

January 27th - Group interview for prospective freshman women

January 29th - P. E. faculty meeting

January 31st - P. E. faculty meeting with Dr. Partridge

February 3rd - Tests and interviews for prospective freshmen

February 6th - P. E. faculty meeting

February 9th - Make-up test for prospective freshmen

February 10th - Tests and interviews for prospective freshman girls

February 17th - Student teaching seminar for Panzer seniors who are doing student teaching

[illegible]

[illegible]

[illegible]

February 18th - P. E. Meeting

February 21st - Lakeland Conference high schools basketball tournament

February 23rd - Panzer students presented an assembly program of dancing and tumbling at Southside High school in Newark.

23rd - Lakeland Conference tournament concluded.

February 27th - Dr. Wacker and Dr. Tews participated in physical fitness conference at Newark State College.

March 2nd - Second student teaching seminar

March 14th - Dr. Redd in charge of District meeting of the N. J. A. H. P. E. R. held at the Montclair gym.

March 17th - Student teaching seminar

March 21 and 22- Demonstration rehearsals

March 23 and 24- Panzer School annual Spring Demonstration

March 24 - High School Game of the week between Emerson and Cliffside Park high schools televised from the Montclair gymnasium.

March 27 - Dr. Tews spoke on physical fitness and Panzer students performed folk dances under the direction of Dr. Wacker.

April 11th - Essex County School Health Conference held on M. S.C. campus. Dr. Tews on program.

April 14th - Panzer Alumni Homecoming

April 26th - Orientation meeting for Panzer freshmen and sophomores who will attend camp from June 9 - 21.

April 27th - Test and interview for students requesting transfer to Panzer School

May 1st - Assembly program for Panzer freshmen and sophomores. Seniors presented a panel in reference to their experiences in student teaching and job placement.

May 4th - Senior physical education majors participated in the Graduate Record Examination, including the Advanced physical education form for the establishment of norms.

May 10th - (A) Reactivation of Delta Chapter of Phi Epsilon Kappa, national professional physical education fraternity.
(B) P. E. faculty meeting
(C) W.R.A. awards program

May 14th - P. E. faculty meeting. An entire evening was devoted to a review and evaluation of the work and status of each freshman and sophomore physical education major.

May 15th - Banquet for Seniors of the Panzer School, held at Robin Hood Inn.

May 18th - Annual Spring Honor Convocation of the Panzer School. Medals and scholarships presented for skill and achievement. Dr. Alice Keliher, Distinguished Service Professor from Jersey City State College presented an outstanding inspirational talk. Dinner followed for guests and award recipients.

May 24th - Spring Sports Award Program - Buffet in amphitheater

June 4th - Meeting of staff of Panzer Camp.

June 9-21 - Panzer Camp for all freshmen and sophomores

June 21 - July 5th - Alcohol Education Workshop in conjunction with the State Dept. of Health

June 25 - Aug. 3rd - Campus Day Camp -- a program for children age 6-12, held on the M.S.C. campus.

VARSITY FOOTBALL SCHEDULE, 1961
MONTCLAIR STATE COLLEGE

Date			Score
September			
*Sat. 23	Delaware Valley College	Home 2:00 P.M.	
Sat. 30	Cheyney State College	Away 2:00 P.M.	
October			
**Sat. 7	Central Conn. State College	Home 8:00 P.M.	
Sat. 14	Trenton State College	Away 2:00 P.M.	
Sat. 21	Gallaudet College	Away 1:00 P.M.	
**Sat. 28	Kutztown State College (Homecoming)	Home 8:00 P.M.	
November			
Sat. 4	Millersville State College	Away 1:30 P.M.	
*Sat. 11	C. W. Post College	Home 1:30 P.M.	

*Sprague Field, Montclair State College
**Night Games, Clifton School Stadium, Clifton, N. J.

COACHING STAFF

Head Coach, Dr. Gerald Edwards
Head Line Coach, Henry Ferris
End Coach, Ken Misca
Backfield Coach, Howard White
Head Manager, Ted Gentilucci
Team Physician, Dr. Jack Brown
Student Publicity, William Rawson
College Publicity, Morris McGee

VARSITY SOCCER SCHEDULE, 1961

			Score
September			
Wed. 27	Bloomfield College	Away 3:00 P.M.	
Sat. 30	East Stroudsberg S. C.	Away 2:00 P.M.	
October			
Thurs. 5	Trenton State College	Away 3:00 P.M.	
Sat. 7	Seton Hall University	Away 10:00 A.M.	
Thurs. 12	Jersey City State College	Home 3:00 P.M.	
Sat. 14	Newark Coll. of Engineering	Away 11:00 A.M.	
Wed. 18	C. W. Post College	Home 3:00 P.M.	
Sat. 21	Glassboro State College	Away 1:00 P.M.	
Wed. 25	Fairleigh Dickins'n U., Madison	Away 3:00 P.M.	
Sat. 28	St. Peter's College	Away 1:00 P.M.	
Tues. 31	Paterson State College	Home 3:00 P.M.	
November			
Thurs. 2	Newark State College	Home 3:00 P.M.	
Sat. 4	Albany State College	Away 2:00 P.M.	

Coach, David Watkins
Head Manager, Joe Snow

Home games played at Brookdale Park, Montclair, N. J.

SUPPORT YOUR TEAMS!

VARSITY WRESTLING SCHEDULE 1961 - 62

Date			Score
December			
Wed. 13	New York University	Away 7:30 P.M.	
January			
Fri. 5	Brooklyn Poly	Away 5:30 P.M.	
Sat. 13	Fairleigh Dickinson U.	Home 2:00 P.M.	
Sat. 20	C. W. Post College	Away 2:00 P.M.	
February			
Sat. 3	City College of New York	Away 2:00 P.M.	
Sat. 10	East Stroudsberg S. C.	Home 2:00 P.M.	
Sat. 17	Seton Hall University	Home 2:00 P.M.	
Sat. 24	Albany State College	Away 3:00 P.M.	
Wed. 28	Newark Rutgers University	Away 6:00 P.M.	
March			
Sat. 3	Metropolitan Intercollegiate Championship	Away 8:00 A.M.	

JUNIOR VARSITY

January			
Sat. 13	Fairleigh Dickinson U.	Home 1:00 P.M.	
Sat. 20	C. W. Post College	Away 1:00 P.M.	
February			
Sat. 3	City College of New York	Away 12:00 P.M.	

Head Coach, Frank Maze

1961 - 1962

MONTCLAIR STATE COLLEGE

				Score
November				
Tues.	28	Paterson Seton Hall U.	Home 7:00 P.M.	
December				
Fri.	1	Paterson State College	Away 6:30 P.M.	
Sat.	2	Fairleigh Dickinson U. Frosh	Away 6:30 P.M.	
Sat.	9	Jersey City State College	Home 1:00 P.M.	
Tues.	12	Trenton State College	Home 7:00 P.M.	
Fri.	15	Newark Rutgers U.	Away 7:00 P.M.	
Sat.	16	Queens College	Home 6:30 P.M.	
January				
Fri.	5	Newark State College	Home 6:30 P.M.	
Sat.	13	Newark College of Engineering	Away 7:00 P.M.	
Sat.	20	Bloomfield College	Away 7:00 P.M.	
Wed.	24	East Stroudsberg S. C.	Away 6:30 P.M.	
Fri.	26	Glassboro State College	Home 7:00 P.M.	
Tues.	30	Newark State College	Away 6:30 P.M.	
February				
Thurs.	1	Seton Hall U. Frosh	Home 4:00 P.M.	
Tues.	6	Monmouth College	Home 7:00 P.M.	
Fri.	9	Jersey City State College	Away 7:00 P.M.	
Sat.	10	Cheyney State College	Home 6:45 P.M.	
Tues.	13	Trenton State College	Away 7:00 P.M.	
Sat.	17	Glassboro State College	Away 7:00 P.M.	
Tues.	20	Paterson State College	Home 6:30 P.M.	
Sat.	24	Queens College	Away 6:30 P.M.	
Mon.	26	Southern Connecticut S. C.	Home 6:30 P.M.	
March				
Fri.	2	Bloomfield College	Home 7:00 P.M.	

Coach, David Watkins

1961 - 1962

MONTCLAIR STATE COLLEGE

				Score
November				
Wed.	22	Alumni	Home 8:00 P.M.	
Tues.	28	Paterson Seton Hall College	Home 8:30 P.M.	
December				
Fri.	1	*Paterson State College	Away 8:00 P.M.	
Sat.	2	Fairleigh Dickinson U.	Away 8:00 P.M.	
Sat.	9	*Jersey City State College	Home 3:00 P.M.	
Tues.	12	*Trenton State College	Home 8:30 P.M.	
Fri.	15	Newark Rutgrs U.	Away 8:30 P.M.	
Sat.	16	Queens College	Home 8:00 P.M.	
January				
Fri.	5	*Newark State College	Home 8:00 P.M.	
Sat.	13	Newark College of Engineering	Away 8:30 P.M.	
Sat.	20	Bloomfield College	Away 8:30 P.M.	
Wed.	24	East Stroudsberg S. C.	Away 8:00 P.M.	
Fri.	26	*Glassboro State College	Home 8:30 P.M.	
Tues.	30	*Newark State College	Away 8:00 P.M.	
February				
Fri.	2	Bowie State College	Away 7:00 P.M.	
Sat.	3	Howard University	Away 8:15 P.M.	
Tues.	6	Monmouth College	Home 8:30 P.M.	
Fri.	9	*Jersey City State College	Away 8:30 P.M.	
Sat.	10	Cheyney State College	Home 8:30 P.M.	
Tues.	13	*Trenton State College	Away 8:30 P.M.	
Sat.	17	*Glassboro State College	Away 8:30 P.M.	
Tues.	20	*Paterson State College	Home 8:00 P.M.	
Sat.	24	Queens College	Away 8:00 P.M.	
Mon.	26	Southern Connecticut State	Home 8:00 P.M.	
March				
Fri.	2	Bloomfield College	Home 8:30 P.M.	

*Denotes New Jersey State College Conference Games.

Coach, Henry E. Schmidt
Head Manager, Robert Ungemah

Montclair State College

UPPER MONTCLAIR, N. J.

INTERCOLLEGIATE ATHLETICS

SPORTS SCHEDULE

FALL AND WINTER

1961 - 1962

Dr. E. DeAlton Partridge,
President

Dr. Clyde Huber,
Dean of College

Dr. R. W. Tews,
Director Panzer School of Physical Education & Hygiene

Henry E. Schmidt,
Athletic Coordinator

ANNUAL REPORT 1961-1962

ATHLETIC SPORTS: BASKETBALL

The 1961-1962 basketball season was a highly successful one, with a record of 19 wins and 9 losses. In the New Jersey State College Athletic Conference, Montclair State had 9 wins and 1 loss, finishing in first place. The Junior Varsity played for 19 wins and 6 losses.

Season Schedule and Record:

MSC Score	Opponent	Opp. Score	MSC Score	Opponent	Opp. Score
85	Paterson Seton Hall	60	76	Glassboro State	79
83	Paterson State College	72	91	Newark State	79
63	Fairleigh Dickinson U.	78	89	Bowie State	61
59	Jersey City State	56	81	Howard University	88
104	Trenton State	73	68	Monmouth College	81
100	Newark Rutgers	68	67	Jersey City State	66
82	Queens College	73	86	Cheyney State	56
89	Bloomfield College	84	99	Trenton State	86
51	Maryland State	74	83	Glassboro State	72
79	Jersey City State	73	100	Paterson State	63
82	Newark State	64	51	Queens College	85
82	Newark College of Eng.	71	84	Southern Conn.	71
82	Bloomfield College	93	90	Bloomfield College	85
81	East Stroudsberg	89	67	Pratt Institute	87

The initial turnout of candidates was approximately 35. This was cut to a varsity squad of 13 with the remainder being assigned to the junior varsity squad or eventually dropping from a squad entirely.

In the NAIA Christmas Basketball Tournament we finished in 3rd position. In the NAIA District Championships held at Montclair State College, we finished in 3rd position.

The captain for the team was Michael Lauten. High scorer for the season was Pete Capitano who broke the scoring record for one season for a total of 718 points for an average of 27 points a game.

Head Coach: Henry Schmidt

JV Coach: David Watkins

2-13-63
HWT:erb

ANNUAL REPORT 1961-1962

FOOTBALL:

The season's record was six wins and two losses, culminating a string of fourteen consecutive wins.

Fifty-four boys participated in the activity, highlighted by the nomination of Pete Mortimer to the N.A.I.A. All American Defensive Team. Our captains were Dick DeMasi and George Jenkins, both contributing greatly to the success of the season.

Because of the growing number of boys participating in football, it is highly recommended that a J.V. football team be established. This will enable more boys to participate in the sport and bring them into game situations. This will improve the caliber of coaches we are sending out and give necessary experience in physical activities.

It is further recommended that our schedule be changed to provide stronger opposition and to increase future game receipts. It is possible that in a few years our opposition might include teams such as C.W. Post, Wagner, Upsala and Trenton State, to name but a few, which would lead to a better gate.

The strong support given by the administration has without a doubt, greatly contributed to the success of the team during the past two years.

Delaware Valley	40 - 13
Cheyney State	48 - 0
Central Connecticut	22 - 12
Trenton State	15 - 6
Gallaudet	9 - 6
Kutztown	20 - 6
Millersville	14 - 31
C. W. Post	13 - 19

Coaches: Head Coach - Gerald Edwards
Asst. Coach - Henry Ferris
Part-time Assistants: Kenneth Miscia
Howard White
Robert Bornstein

Team Physician: Dr. Jack Brown

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ANNUAL REPORT 1961-1962

BASEBALL:

This season was marked by many injuries and curtailed by much inclement weather. This was the first season in fourteen in which the "won-lost" record was below .500.

The coaching situation improved with the addition of two full-time coaches, one for the junior varsity team and one as a varsity assistant. This personnel was needed to handle the 45 players who participated on the varsity and junior varsity level.

The condition of the field continues to be extremely poor. Also, the upkeep of the diamond during the season is almost impossible without the help of a full-time grounds person.

Coach: Wm. Dioguardi
Asst. Coach: Dave Watkins

J. V. Coach - Henry Ferris
Captain: Pete Altieri

1962 Baseball Results:

Jersey City State College	Won 4-3
Newark State College	Won 7-3
Bloomfield College	Tie 4-4
Newark College of Engineering	Won 6-1
St. Peter's College	L 4-5
Newark State College	Won 12-9
Paterson State College	Won 7-3
Glassboro	L 2-4
Glassboro	W 8-3
Jersey City	L 2-10
Paterson State College	L 7-9
Bloomfield College	L 5-14
Trenton	L 1-3
Seton Hall	L 0-2
Upsala	L 3-4
Monmouth	W 9-5

Won 7
Lost 8

SOCCER: 1961-62 Season

The 1961-1962 soccer season was the most successful season in the short history of the sport at Montclair State College. The team finished the season with a 7-5-1 record. Thirty-eight boys participated.

Schedule and Season Record

Date	Opponent	Score	Outcome
Sept. 27	Bloomfield College	4 - 3	Won
" 30	East Stroudsburg S.C.	0 - 2	Lost
Oct. 5	Trenton State College	5 - 5	Tie
7	Seton Hall University	1 - 2	Lost
12	Jersey City State	1 - 2	Lost
14	Newark College of Engineering	1 - 2	Lost
18	C. W. Post College	3 - 2	Won
21	Glassboro State	1 - 0	Won
25	Fairleigh Dickinson U., Madison	2 - 0	Won
28	St. Peter's College	6 - 0	Won
31	Paterson State College	4 - 0	Won
Nov. 2	Newa rk State College	9 - 0	Won
4	Albany State College	1 - 2	Lost

Season highlights were as follows:

1. Samuel Turner being selected for honorable mention All-American-All East.

2. Samuel Turner and William Johnson being selected as first team member of the All Conference team.

Soccer Captains: Micha el Iannelli
Scotty Johnson

Head Coach: David Watkins
Asst. Coach: Thomas Perillo

TRACK: Cross Country, Indoor Track and Spring Track

The 1961 cross country season included the following dual meets: Central Connecticut, Paterson State, Jersey City State, C.C.N.Y., Seton Hall, Glassboro State, New Paltz State, Upsala, Hunter and Iona. Seven of these were victories and five losses. In championship meets the Montclair team won our own Invitation meet, placed second in the New Jersey State Colleges, and third in the district NAIA and the state AAU. Robert Purcell was the number one runner placing first for Montclair in all of the meets.

In the 1961-62 indoor track season Montclair fielded an excellent freshman team which placed second in the 22-member Collegiate Track Conference indoor relays and also in the indoor championships. The varsity team was 6th in both of these meets. Montclair's men's and women's teams both won the New Jersey State indoor A.A.U. championships and competed also in the Baltimore relays, the Philadelphia Inquirer Games, the Melrose Games, the New York AC Games, the K of C Games, and the National AAU Championships. Outstanding for Montclair wa s Lyle Arnheiter who turned in the second fastest time for the mile walk in the nation.

TRACK: (continued)

The spring outdoor track season included dual meets with Jersey City State, East Stroudsburg State, West Chester State, Seton Hall, New York Community College, and Trenton State, Central Connecticut and Adelphi College. The results were five victories and three losses. The freshman team again placed second in the College Track Conference Championships and the combined team placed second in the N.A.I.A. District 31 Championships. The men's and women's team both placed second in the State AAU championships. Relay teams also competed in the Quantico Relays and the Queens-Iona Relays. (We were denied the opportunity of competing in the Penn Relays which were closed this year to member schools of the NCAA.

COACH: Dr. Richard Willing

GOLF: Season Schedule and Record

Won -	Bloomfield College	April 4	Essex County West
Lost -	St. Peter's College	April 11	Essex County West
Lost -	Rutgers-Newark	April 18	Hendricks Field
Won -	Bloomfield College	April 21	Essex County West
Lost -	East Stroudsburg	April 26	Glenbrook Country Club
Lost -	Stevens College	April 28	Riverdale Country Club
Lost -	Union College	May 4	Balustrol Country Club
Won -	Bloomfield College	May 6	Essex County West
Won -	St. Peter's College	May 11	Essex County West
Lost -	East Stroudsburg	May 12	" " "
NAIA District #31 Championship		May 22	Pickman Country Club Glassboro, N. J.

Recommendations: Make a sincere effort to secure a home course for our team. Purchase jackets for all members of the team so that their appearance would be greatly improved at all events, meets, and tournaments.

COACH: Jerome De Rosa

TENNIS Season Schedule and Record

MSC Score	Opponent	Opp. Score
3	East Stroudsburg State College	6
0	Newa rk College of Engineering	9
7	Newark Rutgers University	2
4	New Paltz State College	5
0	Seton Hall University	9
7	Glassboro State College	2
9	Jersey City State College	0
3	Trenton State College	6
7	Monmouth College	1
1	New Paltz State College	5
6	Newa rk State College	3

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TENNIS (continued)

The team this year had the largest turnout in many years with 25 boys trying out for the team. The final squad consisted of eight regular players and six reserves. The squad consisted of freshmen and sophomores, not one player being above a sophomore in college.

The season record was 5 wins and 6 losses. The results in the Jersey State College Athletic Conference was 3 wins and 1 loss. Our team finished in 2nd place. Our doubles team finished in 2nd place in the NAIA District 31 Doubles Championship.

Captain: Richard Catullo
Head Coach: Henry Schmidt

BOWLING: Varsity, 1961-62

The Varsity Bowling Team is a member of the Eastern Bowling Conference, New Jersey Division. The Conference this year bowled at the Bowlerama Alleys in Secaucas beginning in October and concluding in April. The team was somewhat handicapped in that only one man returned from the previous year. The first half of the year was spent in developing a consistent group of bowlers. The team completed the season with 31 wins and 42 losses. The team tied for last place with Stevens Institute and Jersey City State College.

In the State Colleges tournament held at Glassboro on March 29, 1962, the team finished fourth, 30 pins out of second place.

The individual bowlers records for the season were as follows:

High Man - 1. Eugene Pearson (freshman)
49 games, Average 178, High Game 223, High Series 614
2. Allen Perow
71 games, Average 174.45, High Game 244, High Series 636
3. Allan Lewis
72 games, Average 177.48, High Game 213, High Series 618
4. Louis Grob
62 games, Average 172.23, High Game 224, High Series 585.62
5. Donald McCauley
45 games, Average 154, High Game 187, High Series 509
6. Richard Scott
10 Games, Average 159, High Game 186, High Series 497
7. Joel Neiman
12 games, Average 148, High Game 191, High Series 456
8. Bob Sabo
3 games, Average 173.1, High Game 257, High Series 594

The season ended with playoffs scheduled in the latter part of April and early May. The Western Division composed of teams in Pennsylvania, Ohio, Michigan, who competed with teams from this area. The Montclair team did not qualify.

BOWLING (continued)

The Letter Awards were as follows:

Allen Lewis, Senior	Third Year Award
Allen Perow, Freshman	First Year Award
Donald McCauley, Junior	First Year Award
Eugene Pearson, Freshman	First Year Award
Louis Grob, Senior	First Year Award
Joel Neiman, Junior	First Year Award
Richard Scott, Freshman	No Award

The prospects for next season appear good with five boys returning.

COACH: Dr. John Redd

MENS' INTRAMURALS:

Organization: The 1961-62 intramural basketball season followed the approximate organizational setup as in the past. The league was operated by Mr. J. DeRosa, assisted by two work scholarship students.

Objectives: The aim of the Intramural Department is to provide an opportunity for each physically able man at Montclair State College to participate in his favorite type of competitive athletics. Such a competitive program of sports provides:

(1) An opportunity to maintain better health through exercise.
(2) An opportunity to make social contacts and friendships which could not readily be developed in the classroom.
(3) An opportunity to learn the important values developed through team spirit and cooperation and the sense of belonging to a group.
(4) An opportunity to develop sportsmanship of the highest order.
(5) The opportunity for every individual, regardless of his ability, to realize the joy and fun of participation in his favorite sport against good competition.

Scheduling: This year we had an informal program of events instead of a fixed schedule of games a gainst definite teams. Groups arranged for games and events with the director, then reserved an area for the activities and provided necessary equipment and officials when indicated.

This year we are planning a master schedule of fixed games for league plays. Members of leagues will consist of class team, fraternities, commuter groups, etc. A ten game schedule is planned in which approximately ten organizations will be competing against each other. Each organization will be given an equal number of first, second and third games for the evening. Standings will be posted each week on appropriate bulletin boards the day after each game. This we hope will prove inspiring and enlightening to both players and interested spectators. Together with the standings, a list of the top ten scores in the league will be posted to give further incentive to competing players.

Intramurals Faculty Advisor: Jerry DeRosa

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ATHLETICS: (continued)

GYMNASTICS:

The Gym Club continued to function under the leadership of Mr. Tom Dunkley and Miss Helen Hemko and participated in the annual spring demonstration. There were also some high school exhibitions and only a very little competition with other teams. The number of participants increased some over the previous years and we hope that for the next year it will be possible to enter into more competition with other colleges and gymnastic clubs.

ANNUAL REPORT 1961 - 1962

WOMEN'S RECREATION PROGRAM (W. R. A.)

Activities Sponsored	Advisor	Games & Playdays	No. of Participants
Archery	Barbara Schumacher		11
Basketball Club	Ann Venezia	2	64
Basketball Team	Ann Venezia	9	21
Bowling	Dolores Shiposh		60
Fencing	Cathy Taylor	14	17
Field Hockey	Ann Venezia	4	35
Gymnastics	Tom Dunkley		10
Officials Club	Ann Venezia		9
Riding	Pat Sparrow		10
Tennis	Barbara Schumacher		21
Track (Women)	Richard Willing		12
Volleyball	Hazel Wacker		15
Groups Sponsored			
Cheerleaders	Hazel Wacker		9
Twirlers	" "		7
Miscellaneous			
Playdays sponsored	Hazel Wacker	2	150-175
Playdays attended	" "	2	20
Conferences (Inter-college)	" "	2	20

W.R.A. report for 1961-62:

A new system of representation on the WRA Council was developed for this year and carried out with success. A representative was elected from each service class who attended council meeting and reported back to her class. There were also representatives of upper classes from the dormitories and representatives from the physical education major classes. In this way the women students were kept informed of the offerings by WRA.

For the first time an inter-sorority vollebyball playday wa s held. It was very successful and very well attended.

A faculty-student volleyball game was held after a lapse of a few years. This too was well attended and liked by the faculty.

Adelphes Club:

The Adelphes Club is extending its work into service areas in the college. The girls have assisted at the Faculty Dames Children's Christmas party, the alumni children's Christmas party, the screening program and clinics, and have served as ushers at the Orpheus Concert. They continue to raise scholarship money through the sale of programs at the Spring Demonstration.

PANZER ALUMNI HOMECOMING:

The Panzer Alumni Homecoming took a different form this year. Instead of a luncheon and program, it was a dinner-dance. The program was held following a dinner at which time Honor Awards were presented and greetings extended by Dr. Brown and other guests. The affair was well attended.

MEMBERS REGISTERED PLAYING (a, b, c).

Activities Department	Leader	Number of Members	No. of Sessions
Archery	Miss Dunscombe		7
Basketball Girls	Mrs Fowler	5	6
Basketball Men	Mr Fowler		6
Boxing	Mr Jones (Live)		8
Fencing	Miss Tyler		11
Fives Junior	Mr Lewis	5	12
Fives	Mr Lewis		12
Gymnastics	Mr Jones		12
Gymnastics Girls	Mrs Fowler		6
Hockey	Mr Thorne		12
Tennis	Miss Dunscombe		12
Table Tennis	Library Utility		12
Volleyball	Miss Wynne		12
Junior Department			
Dancing	Miss Bacon		
Tidying	" "		
Miscellaneous			
Physical Exercises	Miss Bacon	7	12
Physical Education	" "	3	12
Underwater (Inter-College)	" "	2	12

V.A.A. Report for 1941-42:

A new system of representation on the V.A.A. Council was introduced for this year but proved not quite satisfactory. A representative for Junior Inter was elected after the allotted council meeting had completed their business. There also were representatives of upper classes from the Junior Department and representatives from the Physical Education major students. In this way the Junior students were kept informed of the activities in V.A.A.

For the first time in inter-college water polo was held in the swimming bath. It was very successful and they hope to hold it annually.

A Junior-college volleyball game was held after a lapse of a few years. The Inter was well attended and filled by the Juniors.

Lectures etc.:

The lectures that in spite of the work the students were put to, the attendance was good. The girls have enjoyed at the Physical Education Society's lectures, which were attended by Physical Education Society, the Swimming Club, etc. Lectures have served as a spur to the Physical Society. The work has been satisfactorily carried forward by the head of physical education at the Junior Department.

Fencing Account Competition:

The Fencing Club Competition has a different map this year. Instead of a knockout and outside, it was a round-robin. The winning was held in March at which time three fencers were presented and included the Dr. Evans and other guests. The attendance was well attended.

ANNUAL REPORT 1961-1962

COLLEGE HIGH SCHOOL - Football:

Coach - W. P. Dioguardi
Co-captains - Bruce Anderson, Jeffrey Jones, Jerry Thimme, Mason Young
Managers: Allison Schleicher, Howard Mindus

Wins - 5 Losses - 1

October 6	Croydon Hall	Away	Won	37-13
13	McBurney	Home	Won	40-15
20	Oakland	Home	Won	19-6
27	McBurney	Away	Won	48-21
Nov. 2	Oakland	Away	Lost	24-44
7	Croydon Hall	Home	Won	46-25

METROPOLITAN LEAGUE CHAMPS

CROSS COUNTRY - Coach - John Redd
Captain - Robert Duvall

Wins - 4 Losses - 4

October 4	Morristown	Home	Lost	39-16
13	Wardlaw	Home	Lost	32-23
18	Montclair Academy	Away	Won	18-37
20	Rutger's Prep	Home	Won	18-37
24	Carteret	Home	Won	23-32
27	Eastern Christian	Home	Lost	40-15
Nov. 1	Montclair Academy	Home	Won	15-40
7	Morristown	Home	Lost	39-16

VARSITY BASKETBALL

Coach - W. P. Dioguardi
Co-captains - Jeffrey Jones, Jerry Thimme
Managers - Allison Schleicher

Wins - 12 Losses - 3

Dec. 8	Englewood School	Home	Won	58-23
11	Montclair Academy	Away	Won	43-36
29	Alumni	Home	Won	47-41
Jan. 5	Newark Academy	Away	Lost	44-69
8	St. Bernards	Away	Won	67-54
11	Wardlaw	Away	Won	70-35
15	Montclair Academy	Home	Won	74-49
19	Englewood School	Away	Won	64-32
22	Croydon Hall	Home	Won	69-57
26	Rutger's Prep.	Home	Won	69-46
29	Carteret	Home	Won	68-39
Feb. 1	Wardlaw	Home	Won	81-50
8	St. Bernards	Home	Won	47-40
12	Newark Academy	Home	Lost	46-59
Mar. 1	Mountain Lakes (State Tourn.)	Away	Lost	53-66

J. V. BASKETBALL

Coach - Norman Greenberg
Co-captains - Robert Seidman, Fred Thime
Manager - James Franciose

Wings - 7 Losses - 4

12-11	Montclair Academy	Home	Lost
Jan. 5	Newa rk Academy	Home	Won
8	St. Bernards	Home	Won
11	Wardlaw	Home	Won

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COLLEGE HIGH SCHOOL - J. V. BASKETBALL (continued)

Jan.	15	Montclair Academy	Away	Won
	19	Englewood School	Home	Won
	29	Carteret	Away	Won
Feb.	1	Wardlaw	Away	Lost
	6	Englewood School	Away	Lost
	8	St. Bernards	Away	Lost
	12	Newark Academy	Away	Won

BASEBALL

Coach - John Bell
Captain - Bruce Anderson
Mgrs. - Stephen Buchner, Wayne Fisher, Lewis Smith

Wins - 4 Losses - 5

April	6	Newark Academy	Away	Lost	3-4
	19	Carteret	Home	Won	9-0
	25	St. Bernards	Home	Won	9-3
	27	Saddle River	Away	Won	28-4
May	2	Newark Academy	Home	Lost	8-11
	4	Montclair Academy	Away	Lost	6-13
	11	Wardlaw	Home	Lost	3-4
	16	Carteret	Away	Won	8-6
	19	St. Bernards	Away	Lost	3-5

GOLF

Coach - W. P. Dioguardi
Captain - Ronald Olsen
Manager - Allison Schleicher

Wins 6 Losses - 0

April	16	Carteret	Won
	23	Montclair Immaculate	Won
	30	Montclair Academy	Won
May	7	Carteret	Won
	17	Carteret	Won
	21	Montclair Immaculate	Won

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PROBLEMS AND RECOMMENDATIONS:

1. GRADUATE PROGRAM: The great interest which has been registered in many quarters concerning a graduate program in physical education leads us to recommend that every effort should be made to bring this about at the very earliest possible time. There is now a considerable number of students in the graduate program at the college whose undergraduate major is in physical education and who would do a master's degree in that program if one were available. In addition, there are many others who have not started who have indicated that they would pursue such a program if it were available. The excellent faculty of the Panzer School would certainly be an important assurance that we could have a very fine graduate program in physical education.

2. FACILITIES: The acute shortage of facilities for physical education and athletics continues to be a liability to our program. Several varsity sports, some activities of the Women's Recreation Association and a considerable number service classes must, of necessity, be scheduled off campus. Many of the activities which are scheduled here are quite badly crowded. In the fall, for instance, the outdoor areas are utilized by football, cross-country, and the College High School football group, all at the same time. The field hockey activities for the Women's Recreation Association was conducted off campus in an area where problems developed in reference to pilfering of student cars and similar annoyances.

It is hoped that every effort will be made to provide even temporary facilities wherever possible and that the long-range plan for increased facilities will be carried out as soon as it is expedient.

3. SHORTAGE OF WOMEN PHYSICAL EDUCATION TEACHERS: The acute shortage of women physical education teachers has not been remedied but is increasing. This is evidenced by the number of notices we have for positions for our women graduates. In the Appendix of this report is included a copy of a resolution passed by the New Jersey Association for Health Physical Education and Recreation. It describes the problem and indicates suggested action.

4. BUDGET: Quite a few of the items of gymnastic apparatus which were brought to Montclair from the Panzer College campus have had many years of service and are obsolete and badly worn. These items should be replaced with newer and more up-to-date equipment. Items such as mats are receiving heavy and continual use and a plan for replacing them should be considered in future budgets.

Adequate funds for purchase of athletic equipment for use in the major program have never been provided. The bulk of the equipment used is from the items purchased by M.A.C. It is hoped that adequate funds may be provided so that purchase can be accomplished to allow us to have the kinds of equipment we need for our major and instructional program.

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PROBLEMS AND RECOMMENDATIONS:

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APPENDIX

NEW JERSEY ASSOCIATION OF HEALTH, PHYSICAL EDUCATION AND RECREATION

Resolutions Committee - 1962

SHORTAGE OF WOMEN PHYSICAL EDUCATION TEACHERS IN NEW JERSEY

Whereas the United States Office of Education reports an acute shortage of qualified women teachers for the field of health, physical education and recreation, and

Whereas the State of New Jersey has felt the effects of this shortage, and

Whereas health, physical education and recreation are of vital importance in meeting the imperative needs of our state, and

Whereas the New Jersey Association of Health, Physical Education and Recreation wishes to maintain high professional standards requisite for proper certification in this field, and

Whereas the members of the New Jersey Association of Health, Physical Education and Recreation, wherever possible, encourage young men and women of high quality to enter the field of health, physical education and recreation, and

Whereas qualified residents of the State of New Jersey are often unable to gain admittance to state colleges offering majors in health, physical education and recreation, therefore be it

Resolved that the New Jersey Association of Health, Physical Education and recreation request the New Jersey State Board of Education and the Commissioner of Education to give consideration toward expanding the facilities of our state colleges to meet the growing need for more women physical education teachers, and be it further

Resolved that immediate provision be made to increase the student quotas of women physical education majors in colleges which now offer approved programs in the training of these majors for teaching.

MONTCLAIR STATE COLLEGE

DEPARTMENT OF SOCIAL STUDIES

Report to the President
Academic Year
1961 - 1962

The enrollment in the Social Studies Department for the year closing in 1961 was as follows:

Table No. 1 - Majors

Freshmen	82
Sophomores	57
Juniors	74
Seniors	81
Total	294

Minors

With the curriculum revision the situation regarding minors in the Social Studies Department has undergone revision. Students no longer indicate definitely their intention to complete full minors in either History or Political Science and Economics. Groups of students at the sophomore, junior and senior levels are either minoring or completing a nine point concentration in these areas. It is estimated that at each class level there are 35 students working in history and 15 students working in political science and economics from outside the Social Studies Department.

Table No. 2 - Graduate Program

Number of Students Matriculated	123
Number enrolled, Fall -1961	137
Number enrolled, Spring -1962	160

This report covers the year's activities and the needs of the Social Studies Department.

Mr. Seymour Wadler and Dr. Bertha Quintana joined our Social Studies staff in the fall. Mr. John Bell was appointed as a demonstration instructor in the College High School. Dr. Seymour Fersh and Mrs. Mary Cowan resigned from our staff in June 1962. *

The department meetings were held at scheduled intervals. Additional meetings were called to discuss current needs relative to specific courses and matters pertaining to the department. Small group meetings were called to evaluate our general education courses and to select textbooks.

Those instructors teaching in the Laboratory High School attended the meetings of that staff and participated in the "back to school night" program as well as other activities. The chairman also spoke to the parents of the incoming Freshman Class as well as to candidates for admission to the College.

Meetings were held to plan a program for the Sophomore Outdoor Education experience at the New Jersey State School of Conservation. Dr. Fincher, Dr. Barker, and Mr. Cohn served as supervisors for this worthwhile project.

Thought was given to the students enrolled in the general education courses. The majors were separated from the non-majors in courses 100A and B and 200A and B. In the major sections, the offerings were revised: 100A and B deleted European History as it was covered in the 101 and 102 courses. The 200A and B course in Contemporary Life gave considerable focus on sociology. The Honors Program was extended to the sophomore level in the 200A and B courses. Considerable time was given to the revision of course outlines and the development of a syllabus in 100A and B along with outlines in anthropology. Additional resources were added to the social studies volumes in the main college library.

The department sponsored the Fourth Annual Social Studies Conference held on March 30, 1962. It proved to be an enriching experience for alumni, faculty, administrators, teachers and interested citizens in the state.

The New Jersey Center has expanded its resources with numerous items of various types.

Efforts were made to carry through the goals of the department in providing the best possible instruction for New Jersey's future secondary school teachers.

Some of the major needs of the department have been expressed in the previous reports. These needs are the result of our continued growth in staff and student body both undergraduate and graduate. It is hoped with the projected building program and further appropriations that some of our more urgent needs may be met.

Respectfully,

MM:bh

*Dr. Gilbert Hourtoule returned to Montclair State College after an absence of ten

MONTCLAIR STATE COLLEGE

DEPARTMENT OF SPEECH

Report to the President
Academic Year, 1961-1962

In accordance with those of previous years, the Speech Department report for 1961-1962 will cover special features and accomplishments of the staff and the department in connection with on-campus and with off-campus activities, followed by a statement of future plans of the staff and for the department, and concluding with recommendations.

Unlike previous reports, it will not begin with statistics of class enrollment and faculty assignments as these are available from other sources and seem irrelevant to the current purposes.

On-Campus

The on-campus activities include advisement to groups and individuals, participation on faculty committees, faculty participation in meetings on campus, and general departmental activity.

Advisement

Players' yearly activity included the plays, Look Homeward, Angel in November, and Light up the Sky in May, as major productions with total attendance of 1500 and 1600 respectively. The latter play was repeated in late June and then sent on tour for the U.S.O. throughout the Northeast Command during July. The company of 13 students and one faculty advisor traveled over 13,000 miles and gave 20 performances in 23 days in Iceland, New Foundland, Labrador, and Greenland.

Players also co-sponsored two performances of the Joseph Papp Company presentation of Julius Caesar and one of Judith Anderson production of Medea. The organization also held six meetings and a Make-Up Workshop for Montclair State College undergraduates. Players was advised by Dr. Fox, Dr. McElroy, Mr. Ballare, and Mr. Fanelli.

Sigma Alpha Eta, under the leadership of Dr. Leight, held monthly meetings, workshops, and conferences, sent a representative to the A.S.H.A. national convention in Chicago, gave parties for the children attending

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the laboratories, kept contact with alumni, and in other ways maintained its leadership among the most active chapters of the national organization.

A relatively new campus organization, the Montclair State College Forensic Association, guided on a volunteer basis by Mr. Moll, held 12 meetings and participated in eight intercollegiate speech contests throughout the State, winning three first places and a second place. The organization had 14 active members, and has developed a sound nucleus for expanded activity.

Each Speech faculty member served as a student adviser, and assisted with registration as well as acted as counselor throughout the year.

One speech teacher, Mr. Fanelli, was chosen as junior class adviser and met bi-weekly with class officers. He also was adviser to the Montclair Protestant Foundation.

The work of Mr. Moll with the Forensic Association, of Dr. Leight with Sigma Alpha Eta, and of Mr. Fanelli with both the junior class and the Montclair Protestant Foundation were not compensated for on teaching load.

Faculty Committees

Speech department faculty served on 13 committees during the year. The specific committee projects included the creation and direction of the Memorial Day program by Mr. Ballare, and special attention to foreign students by Miss Kauffman. The latter activity included entertaining them in the home and taking them to on-campus and off-campus cultural events. Miss Kauffman's contribution to the Student Personnel Committee resulted in considerable interest on the part of the members of that Committee in Speech department procedures regarding the recording of student activities and accomplishments by the maintenance of individual files. These files are checked periodically by the advisor with his advisees and become a basis for the student's own statement of accomplishment when placement information is to be gathered for prospective employers. These records reveal the extensive professional experiences and contacts to which all speech majors are exposed.

All members of the department met almost weekly for discussion and unified action. It considered preliminary plans for an Institute in 1963, after deciding against one for 1962.

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Department members were active in many ways on campus. Mr. Ballare co-directed an assembly, prepared rating instructions for the Future Business Teachers conference competition, read at Baccalaureate, spoke at the senior banquet, and spoke at the Summer P.T.A. Workshop. Mr. Moll cooperated by talking to the Speech methods courses on organizing a debate unit in a general speech course. Miss Kauffman conducted meetings with public school personnel who were planning speech surveys. Dr. Scholl represented the faculty on the executive committee of the New Jersey State Faculty Association. Mr. Fanelli conferred with half a dozen high school representatives who came to borrow or rent costumes and stage properties. Dr. Fox and Dr. McElroy consulted with at least a dozen M.S.C. campus organizations seeking advice regarding the staging of programs in the Memorial Auditorium, and additionally with Montclair State College alumni and others who had similar questions regarding their schools.

Three significant on-campus Speech activities are the remedial classes for undergraduates needing further speech assistance, the student assistance to their peers who are enrolled in 21-100D, and the Speech laboratories for persons who come to the campus for diagnosis and for assistance.

The data on the remedial work for students reveal that of the 150 students enrolled in the 15 sections of 21-100DX in the fall semester, 90 were discharged and 60 extended; of the 150 enrollees in the spring, 120 were able to be discharged. These classes were taught by five members of the faculty.

Among the 31 sections of Fundamentals of Speech taught during the year, with over 630 enrollees, there were approximately 150 practice groups which met weekly under the guidance of a speech major or minor. This is a fourth meeting per week of the class and was accompanied by individual work under the speech majors' supervision. Attendance was required and the activity was under the surveillance of the instructor of each section. This served both the student in the course as well as giving valuable laboratory experience to the speech majors serving as the leaders.

Off-Campus Activities

Three surveys were conducted during the academic year 1961-1962. On October 24, 22 students surveyed 605 children in the public schools of Ringwood, New Jersey. On May 3, 20 students tested 900 Old Tappan school district youngsters, and on May 21, 18 college students tested 1500 Glen Rock public school children. In each case, as it has been our custom for some years, an elaborate report of the results was filed from

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from the data and then interpreted to school administration and interested Board of Education members and teachers in the community. It can be briefly mentioned once again how valuable a service this is both to the communities involved and as a further extension of the preparation of our Speech teachers.

The faculty was also active off-campus in addressing other groups. Among those which have been reported are Career Day talks by Mr. Ballare at Mt. Hebron Junior High School in Montclair and to Dover High School Drama club by Dr. McElroy. Mrs. Hubschman met as consultant with special education and speech teachers of Bloomfield, New Jersey on two occasions on the problem of aphasia. Mr. Moll served as judge for a New York high school forensic association debate. He also judged a speech test for a New Jersey Optimist Club; Mr. Ballare did similarly at two other New Jersey Optimist Clubs. Mr. Moll also served as a T.V. debate judge for a college tournament which was televised nationally over N.B.C. Miss Kauffman interpreted the Glen Rock survey in the town of Glen Rock as well as giving the Ringwood report in that community. Dr. Scholl addressed the parents of the Happy Time Nursery School in West Caldwell; served as a panelist at a session of training speech therapists, as well as served as a chairman of articulation therapy, both in connection with the Speech Association of the Eastern States meetings inNew York; served as a Workshop Chairman of the Speech Association of New Jersey meeting at Atlantic City. Dr. Fox was invited to Temple University as critic judge for a high school play festival sponsored annually by the Speech and Drama Department in the fall.

There are a minimum of 43 professional memberships among the Speech department faculty. Specific responsibility included Miss Kauffman's presidency of the Elementary School Interest Group of the Speech Association of America and Treasurer of the Speech Association of New Jersey; Dr. Leight's chairmanship of the Ethical Practices Committee of the New Jersey Speech and Hearing Association; Dr. Scholl's membership on the nominating committee of the Speech Association of the Eastern States, and his membership on the Legislative Assembly for the Speech Association of America; and Mr. Moll's governorship of the Mid-Eastern Region of Tau Kappa Alpha.

There have been a considerable number of field trips among the Speech Department students and faculty including the trips to theater productions in New York, to hospitals for professional conferences and observations, to the Bell Telephone Laboratories for extremely valuable lectures and demonstrations, and to Speech clinics throughout the state for observation purposes.

Some of the faculty affiliated with community groups in addition to regular memberships that included makeup duties at the Montclair Dramatic Club under Mr. Ballare's instruction; presentation of an

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esophageal speech by Mrs. Hubschman to the Union County New Jersey Chapter of the American Cancer Society. Mrs. Hubschman also served as speech consultant and supervisor to Beth Israel Hospital, Newark. Mr. Moll was speech instructor and consultant to both Esso Research and the United States Rubber Company. Dr. Scholl was consultant in speech at Mountainside Hospital and to the New Jersey Psychological Services Center.

Special honor for services rendered by Dr. Scholl was participation as a consultant for the United States Department of Health, Education and Welfare Office of Vocational Rehabilitation. He helped to evolve a classified code for the rehabilitation of persons who have speech disorders.

Of particular note, Mrs. Hubschman has continued the supervision of the Montclair Speech program at the North Jersey Training School in Totowa. Details of this report were submitted separately by Mrs. Hubschman to the President.

FUTURE PLANS

A few members of the faculty have indicated further work on their doctorates. Mr. Fanelli will begin at Columbia University and Mr. Moll will continue at Rutgers. Miss Kauffman is hoping to expand her work with foreign students at Montclair and to extend the theater field trips to New York and Princeton. Dr. Leight has indicated an expanded program of community service to be set up by Sigma Alpha Eta, including reading programs for blind and elderly persons and the testing of hearing with a mobile unit. Dr. Fox and Dr. McElroy look forward to an extended program for Players, as well as an expansion of assembly programs to public schools.

RECOMMENDATIONS

The Department unanimously calls attention to the need for a full-time secretary. Other recommendations include a better directory of campus buildings and locating it at or near the College entrance. We also very earnestly desire individual staff offices and additional class rooms. Several members request one or two additional graduate assistants to work with faculty so that one would be available for work in the Speech sciences, one in general Speech, as well as one contemplated in therapy. The Department also unanimously urges some kind of advance voice and speech course available to students just prior to their student practice teaching period. We all desire more electives in the field of

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Speech for all students. One member strongly urges a program of off-campus in-service courses for teachers in such areas as dramatics, oral interpretation, choral speaking, and voice and speech improvement. Another member recommends a graduate division at Montclair in Special Education that would cut across several areas. Most courses for such programs already exist in reading, psychology, and speech, but a definite administrative set-up would strengthen the program of each in the aspects of Special Education.

L. Howard Fox
Chairman, Department of Speech

LHF:A

MONTCLAIR STATE COLLEGE
Department of Science

Report to the President
Academic Year
1961-1962

The Science Department at Montclair State College is a professional team of scientists, science educators, and students involved in the processes of teaching and learning in the various sciences. The departmental staff for this academic year numbers 21. The teaching faculty represents a balance of generalists and specialists in science, all possessing some specific competency in science education. Due to the nature of the task at hand, this is a necessary "spread" of abilities. The staff consists of 19 teaching faculty, one adjunct assistant professor (assigned full-time to the Project on Information Processing), a departmental secretary, and 40 work scholarship student assistants who service the laboratories and offices.

The Department, in reality, is composed of six divisions, even though no divisional lines are recognized and some faculty teach in two or more divisions. These divisions are:

(BIOLOGY) (CHEMISTRY) (PHYSICS) (GRADUATE) (GEN SERVICE) (C. H. S.)

Regular monthly departmental meetings are scheduled and held, and special meetings are called as needed. In addition, regular weekly meetings of an Advisory Committee, composed of the departmental chairman and a representative from each of the subject matter divisions, are held weekly on Tuesday mornings. To further communication, in a department with teaching stations in four buildings, numbered memoranda are sent out from the Science Office on regular intervals containing announcements, special instructions, and the like.

The aforementioned Advisory Committee has functioned well for the past two years. It is an excellent arrangement for advising the Chairman on matters where decisions are needed immediately. It is composed of the following members:

Dr. I. H. Gawley.....Chemistry and Graduate
Dr. S. M. Kuhnen.....Biology
Dr. K. O. Smith.....Physics
Dr. H. Allen.....Departmental Chairman

The Department exists solely for the preparation of secondary science teachers and has maintained, we believe, an enviable record in this task. Our primary mission is to maintain and advance our position in this context, to exert leadership in science education in the State of New Jersey, and to effect the best possible product for the science classrooms of our state.

Our general professional goals are:

1. to effect the best possible product as teachers for the youth of New Jersey, and
2. to contribute to the profession by

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[illegible]

a. contributions to professional literature,

b. consultation and advice to local communities,

c. development of a competent staff,

d. selected research activities, and

e. leadership in professional organizations, recommended programs, and in maintaining adequate certification requirements for the profession.

I. Developments and Trends.

A. Background Information About the Department

1. Instructional Summary

a. Name of majors: Biological Science or Physical Science

b. Name of minors: Biological Science or Physical Science

(NOTE: The undergraduate program is a comprehensive program designed to prepare competent teachers of science. All science majors must take 39 s.h. of required science courses and gain specialization through electives. Specialization in the physical sciences may be either in chemistry or physics. The normal science program includes 54-60 s.h. of science courses.)

c. Number of different courses and number of semester hours offered at various levels of instruction:

College High School
Courses: Number 5 (10)* ; Total units 5

Full-Time Undergraduate
100-level courses: Number 14 (53)** ; Total semester hours 200
200-level courses: Number 8 (22) ; Total semester hours 80
300-level courses: Number 2 (4) ; Total semester hours 8
400-level courses: Number 14 (32) ; Total semester hours 94

*High school courses are for full academic year; Chemistry 10 has two laboratory sessions.
**Numbers in parentheses account for total sections.

Graduate and Part-Time and Extension Courses
400-level courses: Number 6 ; Total semester hours 18
500-level courses: Number 3 ; Total semester hours 10
600-level courses: Number 0 ; Total semester hours 0

Summer Session (1962) Courses
400-level courses: Number 6 (7) ; Total semester hours 16
500-level courses: Number 3 ; Total semester hours 2

NOTE: See Tables 4 - 7, inclusive, for data on these courses.)

2. Curriculum Development

Montclair State presently has curricula in the sciences which more nearly follow the guidelines set forth by national groups than any other institution known to this reporter. The single exception, the single deficiency, is in the amount of mathematics offered for majors in the physical sciences.

Curriculum studies by the departmental faculty over this academic year have been concerned primarily with two questions. (1) How can we better comply with the recommendations of our alumni and of national commissions? How should the new approaches in secondary science courses be reflected in our curricula?

An indication of the effectiveness of our programs was obtained by Margaret T. Bennett in her master's Research Report titled "A Survey of the Science and Mathematics Preparation of Recent Science Major Graduates of Montclair State College and Their Subsequent Teaching Assignments."

Margaret T. Bennett, "A Survey of the Science and Mathematics Preparation of Recent Science Major Graduates of Montclair State College and Their Subsequent Teaching Assignments." Unpublished Research Report, Montclair State College, Upper Montclair, New Jersey. June 1962. 50pp.

Bennett found: (1) that only 18.5 per cent of new (first year) teachers teach only one science, (2) that the combination is usually general science plus a course in their specialization, or a combination of several sciences (78.5 per cent of the time), (3) that assignments change from year to year in 36.5 per cent of the cases, and (4) that the mathematics preparation of our graduates who have taken our prescribed curricula is inadequate.

Perhaps the outstanding guide to curriculum for the preparation of Secondary School science teachers is "Guidelines for Preparation Programs of Teachers of Secondary School Science and Mathematics."

American Association for the Advancement of Science. "Guidelines for Preparation Programs of Teachers of Secondary School Science and Mathematics." (Recommendations of the Teacher Preparation-Certification Study of the National Association of State Directors of Teacher Education and Certification and the American Association for the Advancement of Science.) Washington, D. C.: American Association for the Advancement of Science. 1960. 32pp.

This report comes from many years of study and regional conferences, one of which was held at Montclair State College on 11 May 1961. Montclair State complies with these suggested guidelines, excepting the mathematics requirement (4 semesters, including the calculus) for physical science majors.

Recognizing our shortcomings and the problem presented by a comprehensive science curriculum, within the 128 semester hours required for graduation, the faculty studied the problem at their regularly scheduled meetings, and in sub-committees, and came up with a recommendation containing no additional courses, to include the mathematics recommended. Majors in chemistry and physics are now, for the most part, adding Mathematics 453-454 to their programs. (See Annexes A and B.)

There are many national groups presently studying the high school curricula and making recommendations as to course content in these Secondary School courses. Some of these are the Physical Science Study Committee (PSSC), the American Institute of Biological Sciences (AIBS), the Chemical Bond Approach Committee (CBA), and the Chem Study Group (CHEMS). These recommendations are being studied and adopted throughout the United States. A very basic question relates to how the recommendations of these groups should be reflected in the curricula for science teacher preparation at Montclair State. After considerable study, the science faculty concluded that each professor must know the nature of the recommendations for change as relates to his field, that we should continue with our past premise to professionalize our major courses to reflect new ideas and new approaches (since we are a single-purpose institution), and that the basic methods course taken by all our majors should devote some time to these curriculum recommendations.

II. Special Features and Accomplishments

A. Building Needs. The department is currently concerned with teaching areas in four buildings. Some of these laboratory areas are presently in a poor state of repair. Most of the laboratory areas are being used 100 per cent of the time. With the addition of the new Finley Hall wing, some of the problems related should be eliminated. For example, fewer sets of apparatus will be needed for some courses, transfer from one location to another will become unnecessary, and the like. The 10 new laboratories included in this addition are sorely needed for our program.

B. Budget. The first full budget proposal entered by the department was made this year for AY 1962-63. The formulation of this budget has caused departmental faculty and administration to take a critical look at our needs and to set priorities. The budget picture has been better this year than in previous years, with the department getting more nearly their needs for supplies than heretofore. We are still very short in certain areas. For example, our laboratories for the required course in electricity and magnetism are still operated on a "country-fair" arrangement because of insufficient sets of apparatus. We believe that the formal budget proposal is an excellent medium by which to present our needs. We do have reservations, however, concerning planning this far in advance as relates to supplies, when often the instructor for the courses to be taught is unknown then or has not even been hired.

C. Cooperation with State of New Jersey Agencies. The department is presently cooperating with many state and local agencies. Drs. Gawley and Smith have taken leadership in Civil Defense for a long period of time, training many personnel in the various aspects of this area. Other faculty have assisted as needed. This cooperation has included local institutes for the training of Civil Defense personnel. Presently we are studying a proposal from the N. J. Department of Health and will meet with representatives concerning this proposal next week. On several occasions our faculty have cooperated with the Division of Curriculum and Instruction of the N. J. Department of Education, in the evaluation of business-sponsored aids, study of science curricula, and the like.

D. National Science Teachers Association--Project on Information Processing. The Department Chairman is the Director of the project, sponsored by the International Business Machines Corporation and approved by the NSTA Board of Directors and the New Jersey State Board of Education. The project staff is charged with the production of classroom materials on automation, computers, and such. This is a very important endeavor and the materials being produced will receive national, and, in some instances, international distribution. Phase I materials will be for the junior high school classrooms and will include: a color film (20-30 minutes in length), being produced by John Sutherland Productions;

a classroom teaching unit on computers as a tool for science; a teacher's manual; a VISTAS book, written by Dr. John Carr III, Director of the Computation Center at the University of North Carolina. Mr. Vincent S. Darnowski came with the project as Assistant Director, from New York University, in February, 1962, and will continue in this capacity through August. The budget for CY 1961 was $40,700. The budget for CY 1962 is $67,000. Phase II will be concerned with the senior high group, and Phase III will be concerned with teacher education. This is the first time in the history of NSTA that a college the size of Montclair State has been selected as the "University Center" for so important a project. This reflects honor on the institution and the science faculty and administration. NSTA considers this to be one of its most important projects, since present materials do not reflect this important scientific achievement.

E. Curriculum. The departmental faculty, after considerable study, concluded that the science minors as stated in the current Undergraduate Bulletin are unrealistic. They have recommended more realistic minors and obtained support for same from the Curriculum Committee, the Dean of the College, and the President. Approval is pending from the Commissioner's office. The new proposals for minors, as recommended, are reflected in the attached IOM of 30 March 1961 to Dean Huber. (See Annex C.) While the faculty does not agree that this is the optimum program for the education of a teacher of biology, chemistry, or physics, it is agreed that this is a far better program than that presently listed in the Bulletin.

Recently the department has reworked the current curricula for majors and has a "suggested" plan whereby any major may obtain a mathematics background through the calculus (12 semester hours). This is an area where we have been short for a long time. Current research, responses from our graduates, point up this need. (See Annexes A and B.)

Next year serious study will be given to the present curricula for majors. Our faculty is convinced that more of the earth sciences is mandated for those who plan to teach general science and/or earth-space science and that perhaps a specific curriculum for an earth science major will be needed in view of present trends in junior high school science.

F. Special Grants. Aside from grants from IBM to support the Project on Information Processing, the department has made two requests this year.

A sum of $25,000 was requested from the National Science Foundation under their matching funds program for the purchase of scientific equipment. This request was denied on the bases that: (1) we are a single-purpose institution, and (2) funds were limited for this academic year. A similar request will be submitted again at the first opportunity.

A request for funds for equipment to support our program in nuclear

science in the amount of $9,000 was submitted to the Atomic Energy Commission this year. This AEC request has been granted in the amount of $7,500.

No formal request has yet been made for NSF institutes. Presently no state college has a grant for a science program--academic year, summer, or otherwise. One of our new faculty members for next year has considerable experience in this area and we expect to make use of this. It should be noted, however, that we are just now approaching adequacy of equipment and apparatus to support such a program.

G. Honors Program. The first honors program has been sponsored by the department this year. A new general education sequence (for other than science majors) was designed during the previous academic year. This year SCIENCE 101-102: Problems in Science, has involved four members of the departmental faculty and has, we believe, been an excellent experience. This program will be continued next year, with more experimentation in the program.

The department also considers its program for laboratory and stockroom assistants as an honors program for majors in the department. Job descriptions have been formulated for each. Were it not for these able students, the programs of the Science Department, as presently conceived, would be impossible. (See Annexes D and E.)

H. Field Experiences. Field experiences are most important to the understanding of the applications of science. In addition to the regular sophomore camp experience at the N. J. State School of Conservation, many trips have been taken by our faculty members with their classes: to the Palisades, to Stokes State Forest, to the Pine Barrens of southern New Jersey, to local dairies and hospitals, and to other areas of specific interest.

Industry has been most cooperative, providing trips for consumer science, chemistry, bacteriology, physics, and other courses and groups.

Two of our faculty taught courses at the N. J. State School of Conservation during the summer and others assisted and participated in the regular academic year program.

I. Public Relations. The department has seriously considered its "public image" this year. Cooperation with industry has been excellent with three scientifically-oriented industries contributing apparatus and equipment to our program (Hoffman-LaRoche, Bell Telephone Laboratories, and Western Electric). In addition, visiting lecturers and specialists have been provided upon request in many instances.

By a program of Saturday interviews with prospective freshmen, and by our program for Freshman Parent's Day, we believe that parents and students have a better orientation as to our purposes, programs, and facilities than heretofore. On Freshman Parent's Day, 123 interested parents attended our conference for their orientation.

J. Programs With High Schools. As has been the case in past years, many of our science faculty have acted as consultants for local school districts, advising them as to the adequacy of their programs, assisting them in curriculum development, and the like.

In addition, the Glen Rock program was continued for another year, with Asst. Professor Jacob Fisher in charge. This program allows students from the Glen Rock system a Saturday morning program at the college when they are afforded a lecture series and laboratory experience in selected areas of science.

K. Modern Biology Program. BIOLOGY A417 and A418: Modern Biology I and II were given this year by Assoc. Professor McDowell and Asst. Professor Cunningham. This program was coordinated with a national network television program and did a real service in up-dating biology teachers in the "new" biology.

L. American Chemical Society Meetings. The Chemistry division faculty sponsored regular monthly meetings of the Passaic Valley Sub-Section of the American Chemical Society at the college during the year. In this manner, excellent lecturers were brought to the campus and an invaluable liaison with this professional group maintained.

M. Secretarial Assistance. For many years, one of the paramount needs of the department has been a departmental secretary. Taking funds allocated for released time for the Director of the Project on Information Processing, arrangements were made for the full-time services of Mrs. Margaret Vanecek this year. This action, with the location of a departmental office in 300 Finley Hall, has pulled the department together and enhanced morale. Scattered in four buildings without a "home base," the department has needed this for some time. It is sincerely hoped that the College will be able to continue this arrangement. Because of the nature of science and the many problems unique to it, this seems mandatory.

III. PROBLEMS AND RECOMMENDATIONS.

Most of the problems the department has presently are in some way related to budget. The allowance for supplies (educational materials) is extremely limited, but the budget for apparatus and furniture is still more limited, relatively speaking. Many of the rooms in Finley Hall are not yet furnished. The Finley Hall Addition is well under way and will provide ten new laboratories which are sorely needed, but the alternate that would have provided for a greenhouse and an animal room for the biological sciences was not possible because of limited funds. There is a real question, also, concerning the funds for the furniture for these new facilities. It is almost inconceivable that a department such as this one, with a fifth-year program, could exist without these much needed facilities.

In addition to the aforementioned facilities, no proposal can yet be made for such facilities as a planetarium, which would service astronomy courses, general education science courses, and the like. Many high schools in the vicinity are getting such facilities but we cannot yet provide the training much needed for teachers in such areas.

A more substantial budget for apparatus is sorely needed. In physics we cannot yet handle a full section of a course and give all the same experiment because we do not have the equipment needed. In chemistry, instrumentation is a minimum and is much to be desired in this program. In biology we are somewhat better off, but need much specialized equipment for bacteriology and similar areas.

The allowance for administrative time for the chairman of so comprehensive a department is, we believe, unrealistic. Five semester hours equivalent, 1/3 of the load, is allocated for this job. Advisement of graduate students under the present system takes considerable time. One semester hour, therefore, is allocated to the Graduate Advisor. This leaves four semester hours equivalent for the chairman of the department for all the duties which he assumes. Inadequate secretarial help adds to this burden. This time allotment suggests that the job should be done in about eight clock hours per week. The job takes all the time that the chairman has, somewhere between 60 and 80 hours per week. In addition, this position is on a 10-month basis. This, too, seems unrealistic, since department chairmen in many other institutions are on a 12-month basis. There is much to be done during the summer months. The present chairman has put in no less than a 40-hour week during the summer months for the past two summers. NewJersey seems to be unique in this allotment. New York State allows 9 semester-hours released time for this task. Most other states allow something on this order. In addition it should be noted that the chairmen of divisions spend much time in meetings with the departmental chairman, in preparing budgets, in perusing requisitions, in studying curricular offerings, and the like and they are allotted no time whatsoever for this function.

Coordinating teaching and teaching stations in four buildings

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is problematic. While we realize that this is necessary presently, it suggests a building for science. This problem will be somewhat alleviated with the completion of the Finley Hall addition.

The department must maintain its status. To do so, competent people must be hired as faculty for intermediate and graduate courses. This has been somewhat problematic this year, especially in the area of physics.

Next year the department staff will number 25. In addition, we expect to employ around 40 student assistants. With all that goes with the purchase and inventory of laboratory equipment, apparatus, and supplies, as well as to satisfy other demands on professors of science during this period when there is such emphasis on science, we would make a strong plea for the provision of a full-time secretary for the department.

The design of Finley Hall is such that air conditioning was an alternate proposal. This flat-roofed building, with only low sashes to open for ventilation, is extremely problematic on warm days and during the summer session. This experience has suggested a change in design for the new addition where ventilation should not be such a problem. We must, however, arrive at some way to circulate the air in Finley Hall. It is recommended that budget be allowed for fans (roll-about type) to make these teaching stations more livable.

This has been a good year for the department. We look forward to another with a much better functioning team than in the past. We have a dedicated faculty who are to be commended for the quality of their performance this year.

IV. Statistics of Offerings and Departmental Enrollment

Science Department Table No. 1

UNDERGRADUATE ENROLLMENT BY CLASSES, AY 1961-62

CLASS	FALL SEMESTER	SPRING SEMESTER
Freshmen	59	58
Sophomore	62	63
Junior	46	46
Senior	35	34
Department Total	202	200

Science Department Table No. 2

DEGREES GRANTED TO MAJORS IN THE DEPARTMENT, AY 1961-62

DATE		DEGREE	NUMBER
June	1962	Bachelor of Arts	35
		Master of Arts	9
August	1962	Bachelor of Arts	0
		Master of Arts	2
TOTAL			46

Science Department Table No. 3

TEACHING POSITIONS FILLED DURING THE YEAR IMMEDIATELY FOLLOWING GRADUATION BY SCIENCE MAJOR GRADUATES 1962

POSITION	NUMBER
Teaching in Elementary Schools	0
Teaching High School General Science	2
Teaching High School Biology	6
Teaching High School Chemistry	4
Teaching High School Physics	4
Teaching Junior High School General Science, Other	10
Moved Out of State, Not Teaching or Unreported	20

Science Department Table No. 4

ENROLLMENT BY COURSES, COLLEGE HIGH SCHOOL, AY 1961-62

Catalog Number and Title of Course	Credit	Fall Semester		Spring Semester	
		Sections	Enrollment	Sections	Enrollment
Science 7	1 unit	1	30	1	30
Science 8	1 unit	1	30	1	30
Biology 10	1 unit	1	30	1	30
Chemistry 11	1 unit	1*	25	1*	25
Physics 12	1 unit	1	14	1	14

*2 laboratory sections; 1 lecture section for this course.

Science Department Table No. 5

ENROLLMENT BY COURSES, UNDERGRADUATE DIVISION, AY 1961-62

Catalog Number and Title of Course	Credit S.H.	Fall Semester Sections	Fall Semester Enrollment	Spring Semester Sections	Spring Semester Enrollment
Biology 101, General Botany I	4	4	93		
Biology 102, General Botany II	4			4	88
Biology 201, General Zoology I	4	4	77		
Biology 202, General Zoology II	4			4	78
Biology 209, Human Biology	3	2	44		
Biology 210, Elementary Bacteriology	4	1	16	3	46
Biology 212, Mammalian Anatomy for Phys Ed.	3	3	60		
Biology 214, Physiology for Phys Ed	3			3	57
Biology 402, Mammalian Anatomy and Hist	4	1	18		
Biology 409, Human Physiology	4			1	18
Biology 411, Bacteriology	4	1	16		
Biology 412, Genetics	2	2	48	3	56
Biology 415A, Entomology I	2			1	12
Chemistry 101, General College Chemistry I	4	4	72		
Chemistry 102, General College Chemistry II	4			3	67
Chemistry 103, Chemistry for Home Ec I	3	2	43		
Chemistry 104, Chemistry for Home Ec II	3			2	40
Chemistry 105, Chemistry for Phys Ed I	3	3	57		
Chemistry 106, Chemistry for Phys Ed II	3			3	45
Chemistry 202, Quantitative Analysis I	4	1	23		
Chemistry 203, Applied Quantitative Analysis	4			1	21
Chemistry 405, Organic Chemistry I	4	3	51		
Chemistry 406, Organic Chemistry II	4			3	48
Chemistry 411, Physical Chemistry I	4	1	14		
Chemistry 413, Atomic Structure & Energy	2			1	19

Science Department Table No. 5 (Continued)

ENROLLMENT BY COURSES, UNDERGRADUATE DIVISION, AY 1961-62

Catalog Number and Title of Course	Credit S.H.	Fall Semester Sections	Fall Semester Enrollment	Spring Semester Sections	Spring Semester Enrollment
Physics 101, General College Physics I	4	4	83		
Physics 102, General College Physics II	4			4	70
Physics 304A, Photography	2	1	20	1	18
Physics 308, Elementary Astronomy	2	1	24	1	24
Physics 402, Electricity and Magnetism	4	3	47		
Physics 415, Introduction to Modern Physics				1	10
Science 100A, Physical Science	4	4	91	3	72
Science 100B, Biological Science	4	6	143	5	114
Science 101, Problems in Science I (Honors)	3	1	17		
Science 102, Problems in Science II (Honors)	3			1	22
Science 401, Teaching of Sci in Sec Schools	3	2	33		
Science 418, Three Cent of Sci Progress	2	1	24	4	102
Science 422, Consumer Science	2	2	48	2	48

Table 1. Measurements Taken from Skulls (Continued)

Measurements in millimetres, measurements of teeth in mm.

Skulls Taken and Table of Source	Sex	Cranial Measurements			Dental Measurements		
		Length	Breadth	Height	Length	Breadth	Height
Skulls 110, Sample Indian Skulls 2	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Skulls 111, Sample Indian Skulls 23	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Skulls 112, Australian	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Skulls 113, Elementary Anatomy	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Skulls 114, Elementary and Biometrics	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Skulls 115, Introduction to Human Osteology	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Skulls 116, Physical Anthropology	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Skulls 117, Anthropological Institute	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Skulls 118, Problems in Anthropology (Continued)	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Skulls 119, Problems in Anthropology (Continued)	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Skulls 120, Anything of Use to the Industry	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Skulls 121, Some Uses of Bone Measurements	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Skulls 122, Physical Anthropology	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

Science Department Table No. 6

ENROLLMENT BY COURSES, PART-TIME AND EXTENSION DIVISION, AY 1961-62

Catalog Number and Title of Course		Credit	Fall Semester Sections	Fall Semester Enrollment	Spring Semester Sections	Spring Semester Enrollment
Biology A417,	Modern Biology I*	3	1	21		
Biology A418,	Modern Biology II*	3			1	13
Biology A509,	Field Study of Flowering Plants	4			1	24
Chemistry A509,	Advanced Inorganic Chemistry	4			1	10
Physics A402,	Electricity and Magnetism	4	1	20		
Physics A409,	Basic Electronics	4			1	13
Science A401X,	Teaching of Science in Sec Schls	2	1	26		
Science A409,	Sr. High Physics Science Demonstr	2	1	18		
Science A505,	Research Seminar in Science**	2			1	15

*Coordinated with CONTINENTAL CLASSROOM, NBC-TV
**Course runs for entire year. 2 s.h. credit for both semesters

Science Department Table No. 7

ENROLLMENT BY COURSES, SUMMER SESSION, 1962

Catalog Number and Title of Course		Credit	Sections	Enrollment
Biology S407,	Comparative Anatomy	4	1	6
Biology S412,	Genetics	2	1	19
Chemistry S413,	Atomic Struc and Atomic Rad	2	1	21
Physics S411A,	Photography I	2	1	4
Physics S513,	Nuclear Radiations	2	1	15
Science S401X,	Teaching of Sci in Sec Schools	2	1	32
Science S418,	Three Centuries of Sci Prog*	2	2	25

*One section of this course for Mathematics Department NSF Program.

Science Department Table No. 8

MASTER'S DEGREE CANDIDATES, AY 61-62

Classification	Number
Matriculated Students (31 August 1961)	65
New Students Admitted to Matriculated Status	24
M.A. Degrees Granted June 1962	12
M.A. Degrees Granted September 1962	2
Matriculated Students (30 September 1962)	88
Probationary Status Students (30 September 1962)	18

Hugh Allen, Jr., Chairman

[illegible] STATE [illegible]
[illegible] OF [illegible]
[illegible] ON THE [illegible]
AT [illegible], [illegible] 19

[illegible] Transcript Form No. 2

[illegible] [illegible], [illegible]

Examination	Score
[illegible] [illegible] (IX [illegible] 1963)	[illegible]
[illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible]	[illegible] [illegible] [illegible]
[illegible] [illegible] [illegible] [illegible]	[illegible]
[illegible] [illegible] [illegible] [illegible]	[illegible]

SCIENCE DEPARTMENT
Report to the President
AY 1961-62

ANNEX A

Freshman Year

Fall Semester	S.H.	Spring Semester
[illegible] 1000 Hum. Sci. Seminars	1	[illegible] 1000 Hum. Sci. Seminars
[illegible] 1000 Dev. of World Civilization	3	[illegible] 1000 Dev. of World Civilization
Speech 1000 Fundamentals of Speech	3	Eng. [illegible] Fundamentals of Speech
F.A. 100 Intro. to the Visual Arts	[illegible]	[illegible] 100 Intro. to the Visual Arts
Math. 101 Mathematical Analysis, I	3	Math. 102 Mathematical Analysis, I
[illegible] 101 General Biology, I	4	[illegible] General Biology, I
	19	

Sophomore Year

[illegible] 1000 Hum. Sci. Seminars	1	[illegible] 1000 Hum. Sci. Seminars
Soc. [illegible] Contemporary American Life	[illegible]	[illegible]
[illegible] Reading and Relaxing, I	1	[illegible]
[illegible] General Chemistry, I	4	[illegible]
[illegible] General Physics, I	4	[illegible]
[illegible] Calculus for [illegible]	3	[illegible]
	17	

Junior Year

[illegible] Teacher in School and Community	3	[illegible]
[illegible] Foundations of Language	2	Music [illegible]
[illegible] Chemical Analysis, I	4	[illegible]
[illegible] Organic Chemistry, I	4	[illegible]
[illegible] General Physics, I	4	[illegible]
	17	

Senior Year

[illegible] Dev. of Scientific Thought	2	[illegible]
Eng. [illegible] Major Literature	3	[illegible]
[illegible] Critical Geography, I	2	[illegible]
[illegible] Tech. and Use of Science in Secondary Schools	2	Chemical [illegible]
[illegible] Laboratory in Secondary Schools	4	
[illegible] The Public Schools	2	[illegible]
	15	

SCIENCE DEPARTMENT
Report to the President
AY 1961-62

ANNEX B

[illegible]

[illegible]

[illegible]

[illegible] Year

Fall Semester	[illegible]	Spring Semester
Phys.Ed.1000 Phys. Ed. Activities	[illegible]	[illegible]
Soc.St.1000A Dev. of World Civilization	[illegible]	[illegible]
Speech1000 Fundamentals of Speech	[illegible]	[illegible]
F.A.100 Intro. to the Visual Arts	[illegible]	[illegible]
Math.100 Mathematical Analysis, I	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
	[illegible]	

[illegible] Year

Phys.Ed.[illegible] Phys. Ed. Activities	[illegible]	[illegible]
Soc.St.2000 Contemporary Problems [illegible]	[illegible]	[illegible]
[illegible].200 Human Dev. and Behavior, I	[illegible]	[illegible]
[illegible] General Chemistry, I	[illegible]	[illegible]
[illegible] General Geology, I	[illegible]	[illegible]
[illegible] Selection for [illegible] Majors	[illegible]	[illegible]
	[illegible]	

Junior Year

[illegible] Teacher in School and Community	[illegible]	[illegible]
[illegible] Foundations of Language	[illegible]	[illegible]
[illegible] Electricity and Electrical [illegible]	[illegible]	[illegible]
[illegible] English [illegible], I	[illegible]	[illegible]
[illegible] General Geology, I	[illegible]	[illegible]
	[illegible]	

Senior Year

[illegible] of Educational Thought	[illegible]	[illegible]
[illegible] World Literature	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
	[illegible]	

SCIENCE DEPARTMENT
Report to the
President
FY 1961-62

MONTCLAIR STATE COLLEGE
Upper Montclair, N. J.

ANNEY C

INTER-OFFICE MEMORANDUM

30 March 1961

FROM: Science Department

TO: Dean Huber

RE: Minor Programs in Science

1. The MINOR IN SCIENCE is given on p. 169 of the current UNDERGRADUATE BULLETIN and the requirements listed there. You will remember our memorandum of November 22, 1960 to you where we proposed a change in this program to have a minor in BIOLOGY, CHEMISTRY, AND PHYSICS. I understand that this has not yet received the approval of Dr. Rosebrock. We sincerely hope that we may persuade him in the recommendation. We feel that this is very important for better science education in this state. The New Jersey Science Teachers Association has endorsed our recommendation 100 per cent. Perhaps you might persuade him to meet with our department faculty to discuss this recommendation at some time in the immediate future. If we can secure his approval, this section of the BULLETIN will read thus:

- -

MINORS IN SCIENCE

Students who major in another department and minor in a science field secure approval for the minor program by consultation with the Chairman of the Science Department.

Minors may be in one of three fields as listed below. The minor program for each requires a methods course (SCIENCE 401) in addition to those courses listed.

BIOLOGY: 101, 102, 201, 202, and a 2 s.h. elective in human biology (Total 18 s.

CHEMISTRY: 101, 102, 405-406 or 202-203, and a 2 s.h. elective (Total 18 s.

PHYSICS: 101, 102, 402, 415, and a 2 s.h. elective (Total 18 s.

- -

2. We have a waiting list of students who wish to enroll in these minor if we can obtain approval.

Hugh Allen
Science Chairman

HA/s
cc: Profs. Gawley
Kuhnen
Smith

Redistribution to Science Faculty: 31 Jan 63

SCIENCE DEPARTMENT
Report to the
President
AY 1961-62

Science Department
MONTCLAIR STATE COLLEGE
Upper Montclair, N. J.

ANNEX D

STOCKROOM ASSISTANTS (Job Description)

Stockroom Assistants at Montclair State are selected for their general ability, intelligence, responsibility, and experience with laboratories and the apparatus used therein. They are to be in complete charge of the stockroom to which assigned and responsible directly to the chief of their division or the faculty member assigned responsibility for that particular stockroom. These students are charged with aiding in the achievement of instructional objectives. Insofar as possible they will be compensated commensurate with their responsibilities.

Responsibilities are many, but include the following:

A. INVENTORY

1. Inventory will be taken semi-annually. Each item in a stockroom will be listed on a 4 x 6 index card showing: (1) Name of item (standard catalog nomenclature), (2) Supplier, (3) Date of acquisition, (4) Cost, (5) Location in stockroom. (A 4 x 6 file drawer should be acquired on next requisition if not now available.) Card should be complete enough so that reorder may be effected by using these data. The inventory dates shall be 15 March and 15 September.

2. Items of apparatus valued more than $10 will bear the inventory number with appropriate prefix to identify the stockroom (e.g. PS-478 indicates Item 478 in the Physical Science Stockroom). These numbers may be put on with vibrating tool, paint, or otherwise to properly identify the item. Placement of these identifications should be standardized.

B. LOAN OF EQUIPMENT AND APPARATUS

The loan of equipment and apparatus is generally to be discouraged. When intra-stockroom loans are made, however, this will be effected by science faculty members (not Assistants). No loan will be made without a check with faculty using stockrooms to assure that it is not immediately needed for laboratory sessions or demonstrations.

C. ORDERING - REQUISITIONS

1. Requests will be submitted by faculty members to the stockroom Assistant. Requesting faculty member will assist the Assistant in catalog searches and preparing of requisition.

2. Assistant will prepare requisitions twice per year for submission to Business Manager (through Department Chairman) on dates designated by the college.

3. Prepared requisitions will be brought to Departmental Office by Assistant after preparation, for perusal and signature by Departmental Chairman.

4. Requisitions will be prepared on forms supplied by the MSC Business Office in quadruplicate. One copy will be held for the departmental files, one in the stockroom, and two (original Yellow and duplicate Green) transmitted to Business Office.

5. A separate requisition will be prepared for each faculty member using a stockroom.

6. Requisitions will bear a notation as to the stockroom for which materials are ordered.

7. Orders received will be unpacked by Stockroom Assistants, properly inventioned and catalogued, and put in stock.

D. SEMI-ANNUAL TASKS (At proper time each semester)

1. Inspection of furniture. Oiling and polishing of stained wood, Painting of table and counter tops (if needed).

2. Taking inventories on designated dates.

3. Preparing requisitions.

E. WEEKLY TASKS (Once per week)

1. Assure that all shelves and drawers are in order - that no stock has been returned to wrong locations.

2. Clean solution and chemical bottles.

3. Dust shelves.

4. Check with each laboratory Assistant for each laboratory session scheduled to see what apparatus is needed.

5. Assist laboratory Assistants in "set ups."

F. DAILY (Each day)

1. Check stockroom to see that all is in order.

a. No wet sponges on wood tops.

b. Table and counter tops clean and clear.

c. Security areas locked.

d. Laboratory and stockroom doors locked (unless lab is in use).

e. Check with each laboratory Assistant as needed.

f. Check apparatus returned to storage to assure that it was returned to proper location.

Laboratory Assistants will help to keep a stockroom in order. They will assist in whatever ways possible to assure an orderly and functional stockroom. It is imperative that they cooperate in every possible way. They will work out a schedule with the Stockroom Assistant so that it is known when they are "setting up" for a laboratory session, putting materials back in stock, and are available for general stockroom work.

20 February 1962

Science Department
MONTCLAIR STATE COLLEGE

INSTRUCTIONS FOR LABORATORY ASSISTANTS - 207 Finley Hall

1. Previous to Each Laboratory Session
   a. Secure a copy of the laboratory worksheet and read it thoroughly.
   b. Check with the laboratory instructor for special instructions and preparations.
   c. Put together laboratory sets and store in trays for issue at the proper time.
   d. Arrange large apparatus and equipment (e.g. beam balances, meter sticks, etc.) on a laboratory cart for issue at each table at proper time.
   e. Fill towel racks in stockroom and laboratory.

2. AFTER Each Laboratory Session
   a. Receive and check all materials to assure that they are still functional.
   b. Report to the Stockroom Assistant all breakage and inoperable apparatus.
   c. Receive all apparatus and materials and store in proper stockroom area.
   d. Check that all returned glassware is clean and dry.
   e. Check laboratory to assure that:
      1) All chairs are in proper place under tables.
      2) All table tops and clean and dry.
      3) All sinks are clean. (Scouring powder is under sink in stockroom)
      4) Floor is reasonably clean.
      5) Towel racks are filled.
      6) No wet sponges or rags are left on painted surfaces.
      7) All apparatus and materials were returned to stockroom.
   f. Dump all solutions, or properly label them for subsequent use. CAUTION: If they are flushed down the sink drains, please see that this is done properly. (If LABELS are worth doing, they are worth doing so that all can read and interpret them.)
   g. Wipe off all solution and chemical bottles and return them to proper storage area.
   h. Make sure that all counter areas are clear for the nex laboratory.

3. Other Duties
   a. Check with the Stockroom Assistant before each laboratory session as to the apparatus and materials needed for your laboratory. (Allow yourself sufficient lead time.)
   b. Arrange with the Stockroom Assistant to assist in periodic inventories and weekly and monthly clean-ups.

20 February 1962

MONTCLAIR STATE COLLEGE
Upper Montclair, N. J.

SCIENCE DEPARTMENT FACULTY SCHEDULES for Fall Semester, 1961-62.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
ALLEN					
8:30	80-100A(A)H-207		80-100A(A)H-207		80-100A(A)H-207
9:30	Office H-300		Office H-300	80-100A(A)H-207	Office H-300
10:30	Office H-300		Office H-300	80-100A(A)H-207	Office H-300
11:30				83-308 (A)H-207	
12:30		83-308 (A)H-207			
1:30	80-100A(D)H-207	83-308 (A)H-207	80-100A(D)H-207		80-100A(D)H-207
2:30	Adm. Council	80-100A(D)H-207			
3:30		80-100A(D)H-207			
4:30-6:00		Office H-300			
BECKER					
8:30	Office A-022	82-105(A)A-023	Office A-022	82-105(A)A-023	
9:30	81-101(B) H-210	Office A-022	81-101 (B)H-210	Office A-022	
10:30	82-101(C) H-204		82-101 (C)H-204		
11:30					
12:30	82-105(A)A-023	82-101(C)H-204	81-101(B)H-210		
1:30	82-105(A)A-023	82-101(C)H-204	81-101(B)H-210		
2:30	82-105(A)A-023	82-101(C)H-204	81-101(B)H-210		
3:30	82-105(A)A-023	82-101(C)H-204	81-101(B)H-210		
BUSCH					
8:30					
9:30					
10:30	80-100B(B)H-217*		80-100B(B)H-217*	80-100B(B)H-217*	80-100B(B)H-217
11:30			Office H-209B	80-100B(B)H-217*	Office H-209B
12:30	80-100B(D)H-209	80-100B(D)H-209	80-100B(D)H-209	80-100B(E)H-209	80-100B(D)H-209
1:30	80-100B(E)H-209	80-100B(D)H-209	80-100B(E)H-209	80-100B(E)H-209	80-100B(E)H-209
2:30	80-100B(F)H-209	80-100B(F)H-206	80-100B(F)H-209		80-100B(F)H-209
3:30	80-100B(F)H-209				
CUNNINGHAM					
8:30		81-209(A)H-209	81-209(A)H-209		81-209(A)H-209
9:30		81-209(A)H-209			
10:30	80-100B(C)H-209		80-100B(C)H-209	80-100B(C)H-209	80-100B(C)H-209
11:30	81-212(B)H-209	81-209(B)H-209	81-212(B)H-209	80-100B(C)H-209	81-209(B)H-209
12:30					
1:30		Office H-209A		Office H-209A	
2:30		81-212(B)H-209		81-209(B)H-209	
3:30		81-212(B)H-209		81-209(B)H-209	
4:30-5:30		Office H-209A			

SCIENCE DEPARTMENT PROGRAM SCHEDULES FOR FALL SEMESTER, 1972-73

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
DANIELS					
8:30	81-201(A)H-217		81-201(A)H-217	80-100B(A)H-209	
9:30	80-100B(A)H-209		80-100B(A)H-209	80-100B(A)H-209	80-100B(A)H-209
10:30	80-100B(B)H-217**		80-100B(B)H-217**	80-100B(B)H-217**	80-100B(B)H-217**
11:30				80-100B(B)H-217**	
12:30					81-201(A)H-217
1:30	81-412(A)D-004	Office H-102	81-412(A)D-004	Office H-102	81-201(A)H-217
2:30		81-412(B)D-004		81-412(B)D-004	81-201(A)H-217
3:30					81-201(A)H-217
FILAS					
8:30		80-101(A)D-001*			
9:30	81-101(A)D-004*	80-101(A)D-001*	80-101(A)D-004*		80-101(A)D-004*
	Office D-002**		Office D-002**	Office D-002**	Office D-002**
10:30	Sci. 8 D-004	Home Room 8:F-007	Sci. 8 D-004	Sci. 8 D-004	Sci. 8 D-004
11:30	Office D -002*		Office D-002*	Office D-002*	Office D-002*
	80-100A(B)D-004**		80-100A(B)D-004**		80-100A(B)D-004**
12:30		80-100A(B)D-001**			
1:30		80-100A(B)D-001**			
2:30					
3:30					
FISHER					
8:30	Biol.10 D-001		Biol.10 D-001	Biol.10 D-001	Biol.10 D-001
9:30	81-402(A)D-001		81-402(A)D-001	81-212(A)D-001	Biol.10 D-001
10:30	81-212(A)D-001	Home Rm.10 D-001	81-212(A)D-001	81-212(A)D-001	
11:30					
12:30	81-212(C)D-001		81-212(C)D-001	81-212(C)D-001	81-402(A)D-001
1:30	Office D-001A		Office D-001A	81-212(C)D-001	81-402(A)D-001
2:30	Office D-001A		Office D-001A		81-402(A)D-001
3:30	Office D-001A		Office D-001A		81-402(A)D-001
4:30					
FLYNN					
8:30	82-405(A)H-206		82-405(A)H-206		Office H-204A
9:30	82-405(C)H-206		82-405(C)H-206		Office H-204A
10:30					
11:30		82-101(D)H-206		82-101(D)H-206	
12:30	82-405(C)H-204		82-101(D)H-204		82-405(A)H-204
1:30	82-405(C)H-204	Office H-204A	82-101(D)H-204	Office H-204A	82-405(A)H-204
2:30	82-405(C)H-204	Office H-204A	82-101(D)H-204	Office H-204A	82-405(A)H-204
3:30	82-405(C)H-204		82-101(D)H-204		82-405(A)H-204
GARIK					SATURDAY
8:30		82-101(A)H-206		82-101(A)H-206	82-101(B)H-204
9:30		82-411(A)H-206		82-411(A)H-206	82-101(B)H-204

SCIENCE DEPARTMENT FACULTY SCHEDULES FOR FIRST SEMESTER, [illegible]

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
GARIK cont.						
10:30				82-101(B)H-206	82-101(B)H-206	82-101(B)H-204
11:30				Office H-208	Office H-208	82-101(B)H-204
12:30			82-411(A)H-206	82-101(A)H-204		
1:30			82-411(A)H-206	82-101(A)H-204		
2:30			82-411(A)H-206	82-101(A)H-204		
3:30			82-411(A)H-206	82-101(A)H-204		
GAWLEY						
8:30	80-401(A)H-204	82-405(B)H-204	80-401(A)H-204	82-405(B)H-204	80-401(A)H-204	
9:30	80-401(B)H-204	Office H-206A	80-401(B)H-204	82-405(B)H-204	80-401(B)H-204	
10:30	82-202(A)H-206		82-202(A)H-206	82-405(B)H-204	82-405(B)H-204	
11:30				82-405(B)H-204		
12:30					82-202(A)H-206	
1:30	Office H-206A		Office H-206A	Office H-206A	82-202(A)H-206	
2:30				Office H-206A	82-202(A)H-206	
3:30				Office H-206A	82-202(A)H-206	
4:30-5:00				Office H-206A		
KODITSCHEK						
8:30			81-411(A)H-210		81-411(A)H-210	
9:30						
10:30					81-210(A)H-210	
11:30						
12:30		Office H-102		81-210(A)H-217	81-411(A)H-210	
1:30		81-210(A)H-206		81-210(A)H-217	81-411(A)H-210	
2:30				81-210(A)H-217	81-411(A)H-210	
3:30				81-210(A)H-217	81-411(A)H-210	
KOWALSKI						
8:30	Sci. 7:D-004	Sci. 7:D-004	Sci. 7:D-004		Sci. 7:D-004	
9:30		82-105(C)A-023	Office H-204A	82-105(C)A-023	Office H-204A	
10:30		Office H-204A			80-422(B)H-207	
11:30		Office H-204A	80-422(B)H-207		80-422(B)H-207	
12:30	Office H-204A	82-105(C)A-023				
1:30	Office H-204A	82-105(C)A 023				
2:30	80-422(C)H-207	82-105(C)A-023	80-422(C)H-207			
3:30	80-422(C)H-207					
KUHNEN						
8:30	Office H-210A	81-101(A)H-210	Office H-210A	81-101(A)H-210		
9:30	Office H-210A	81-101(C)H-210	Office H-210A	81-101(C)H-210		
10:30	81-101(D)H-210		81-101(D)H-210			
11:30		Office H-210A				
12:30	81-101(D)H-210	81-101(A)H-210		81-101(C)H-210		

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
KUHNEN cont.					
1:30	81-101(D)H-210	81-101(A)H-210		81-101(C)H-210	
2:30	81-101(D)H-210	81-101(A)H-210		81-101(C)H-210	
3:30	81-101(D)H-210	81-101(A)H-210		81-101(C)H-210	
MCDOWELL					
8:30		81-201(B)H-217		81-201(B)H-217	
9:30	81-201(C)H-217	81-201(D)H-217	81-201(C)H-217	81-201(D)H-217	
10:30			Office H-217A		
11:30	Office H-217A	Office H-217A	Office H-217A		
12:30	81-201(B)H-217	81-201(C)H-217	81-201(D)H-217		
1:30	81-201(B)H-217	81-201(C)H-217	81-201(D)H-217		
2:30	81-201(B)H-217	81-201(C)H-217	81-201(D)H-217		
3:30	81-201(B)H-217	81-201(C)H-217	81-201(D)H-217		
MINOR					
8:30	83-101(A)H-201	83-101(B)H-207	83-101(A)H-201	83-101(B)H-207	
9:30	80-418 H-201		80-418 H-207	Office H-102	
10:30	83-101(D)H-201		83-101(D)H-201	Office H-102	
11:30					
12:30	83-101(D)H-201	83-101(A)H-201		83-101(B)H-207	
1:30	83-101(D)H-201	83-101(A)H-201		83-101(B)H-207	
2:30	83-101(D)H-201	83-101(A)H-201		83-101(B)H-207	
3:30	83-101(D)H-201	83-101(A)H-201		83-101(B)H-207	
PLACEK					
8:30					83-101(C)F-008
9:30	83-101(C)F-008		83-101(C)F-008		83-101(C)F-008
10:30					83-101(C)F-008
11:30	Office F-008	Office F-008	Office F-008	Office F-008	83-101(C)F-008
12:30	Phys. 12:F-008	Chem.11:F-008(I)	Phys. 12:F-008	Phys. 12:F-008	Phys. 12:F-008
1:30	Chem. 11:F-008	Chem.11:F-008(I)	Chem. 11:F-008	Phys. 12:F-008	Chem.11:F-008
2:30		Chem.11:F-008(II)			
3:30		Chem.11:F-008(II)			
ROSENSTEIN					
8:30					
9:30	82-105(B)A-023		82-105(B)A-023		
10:30	Office D-007		Office D-007		Office D-007
11:30	80-100A(B)D-004*	Office D-007	80-100A(B)D-004*	Office D-007	80-100A(B)D-004*
12:30	80-100A(C)D-004	80-100A(B)D-001*	80-100A(C)D-004	80-100A(C)D-004	80-100A(C)D-004
1:30		80-100A(B)D-001*	82-105(B)A-023	80-100A(C)D-004	
2:30			82-105(B)A-023		
3:30			82-105(B)A-023		

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
ROSSMOORE					
8:30					
9:30				Office A-023	82-103(A)A-023
10:30				82-103(B)A-023	Office A-023
11:30					
12:30				82-103(A)A-023	82-103(B)A-023
1:30				82-103(A)A-023	82-103(B)A-023
2:30				82-103(A)A-023	82-103(B)A-023
3:30				82-103(A)A-023	82-103(B)A-023
SMITH					
8:30		83-402(A)H-201		83-402(A)H-201	
9:30		83-402(B)H-201	83-402(C)H-201	83-402(B)H-201	83-402(C)H-201
10:30			Office H-203	83-304A(A)H-201	Office H-203
11:30					
12:30		83-304A(A)H-214	83-402(C)H-201	83-402(B)H-201	83-402(A)H-201
1:30		83-304A(A)H-214	83-402(C)H-201	83-402(B)H-201	83-402(A)H-201
2:30			83-402(C)H-201	83-402(B)H-201	83-402(A)H-201
3:30			83-402(C)H-201	83-402(B)H-201	83-402(A)H-201

* = 1st 8 wks only; ** = 2nd 8 wks only.

PART-TIME AND EXTENSION DIVISION, Fall 1961-62

ALLEN	Science A505	Alternate Thursdays (all year)	7:00 - 8:45 P.M.	H-207
CUNNINGHAM	Biology A417X	Tuesdays (with McDowell)	7:00 - 8:45 P.M.	H-209
FISHER	Science A401X	Tuesdays	7:00 - 8:45 P.M.	D-001
MC DOWELL	Biology A417X	Tuesdays (with Cunningham)	7:00 - 8:45 P.M.	H-209
PLACEK	Science A409	Thursdays	7:00 - 8:45 P.M.	F-008
SMITH	Physics A402	Saturdays	8:45 A.M. - 2:45 P.M.	H-201

SCIENCE DEPARTMENT
Report to the President
AY 1961-62

Science Department
MONTCLAIR STATE COLLEGE
Upper Montclair, N. J.

ANNEX G

SCIENCE DEPARTMENT FACULTY SCHEDULES for Spring Semester, 1961-62.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
ALLEN						
8:30	80-100A(A)H-207	80-102(A)H-207**	80-100A(A)H-207	80-100A(A)H-207	80-100A(A)H-207	
9:30	80-102 (A)H-207**	80-102(A)H-207**	80-102 (A)H-207**	80-100A(A)H-207	80-102 (A)H-207**	
10:30	Office H-300		Office H-300	Office H-300	Office H-300	
11:30				83-308 (A)H-207		
12:30		83-308(A)H-207				
1:30		83-308(A)H-207				
2:30	Adm. Council					
3:30	Office H-300			Office H-300		
BECKER						
8:30		82-106(A)A-023		82-106 (A)A-023		
9:30	81-102 (B)H-210	82-106(C)A-023	81-102 (B)H-210	82-106 (C)A-023		
10:30						
11:30						
12:30	82-106 (A)A-023	82-106(C)A-023	81-102 (B)H-210			
1:30	82-106 (A)A-023	82-106(C)A-023	81-102 (B)H-210			
2:30	82-106 (A)A-023	82-106(C)A-023	81-102 (B)H-210			
3:30			81-102 (B)H-210			
BUSCH						
8:30	80-100B(A)H-209	80-102(A)H-207*	80-100B(A)H-209	80-100B(A)H-209	80-100B(A)H-209	
9:30	80-102 (A)H-209*	80-102(A)H-207*	80-102 (A)H-209*	80-100B(A)H-209	80-102 (A)H-209*	
10:30	Office H-209B		Office H-209B	80-100B(D)H-209		
11:30	80-100B(D)H-209		80-100B(D)H-209	80-100B(D)H-209	80-100B(D)H-209	
12:30						
1:30						
2:30						
3:30						
CUNNINGHAM						
8:30		80-100B(B)H-209				
9:30	80-100B(B)H-207*	80-100B(B)H-209	80-100B(B)H-207*		80-100B(B)H-207*	
	80-100B(B)H-209**		80-100B(B)H-209**		80-100B(B)H-209**	
10:30	Office H-209				Office H-209A	
11:30						
12:30	81-214 (B)H-209	81-214 (C)H-209	81-214 (B)H-209		81-214 (B)H-209	
1:30	81-214 (C)H-209	81-214 (C)H-209	81-214 (C)H-209		81-214 (B)H-209	
2:30	80-100B(E)H-209	80-100B(E)H-209	80-100B(E)H-209		80-100B(E)H-209	
3:30		80-100B(E)H-209				
4:30-5:30		Office H-209A				

SCIENCE DEPARTMENT FACULTY SCHEDULES for Spring Semester, 1961-62, p.2.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
DANIELS						
8:30	81-202 (A)H-217	81-412 (A)D-001	81-202 (A)H-217	81-412 (A)D-004		
9:30	81-412 (B)D-004**	81-412 (B)D-004**	81-412 (B)D-004**		81-412 (B)D-004**	
10:30	80-100B(C)H-209		80-100B(C)H-209		80-100B(C)H-209	
11:30-12:00	Office H-102					
11:30					Office H-102	
12:30				80-100B(C)H-209	81-202 (A)H-217	
1:30				80-100B(C)H-209	81-202 (A)H-217	
2:30					81-202 (A)H-217	
3:30					81-202 (A)H-217	
FILAS						
8:30		80-102 (A)H-207**				
9:30	80-102 (A)H-207**	80-102 (A)H-207**	80-102 (A)H-207**		80-102 (A)H-207**	
10:30	Sci 8 D-004		Sci 8 D-004	Sci 8 D-004	Sci 8 D-004	
11:30	80-100A(B)D-004		80-100A(B)D-004		80-100A(B)D-004	
12:30	Office D-002	80-100A(B)D-001	Office D-002		Office D-002	
1:30		80-100A(B)D-001				
2:30		Office D-002				
3:30		Office D-002				
FISHER						
8:30	Bio 10 D-001		Bio 10 D-001	Bio 10 D-001	Bio 10 D-001	
9:30	81-409 (A)D-001	81-214 (A)D-001	81-409 (A)D-001	81-214 (A)D-001	Bio 10 D-001	
10:30	Office D-001A		Office D-001A	81-214 (A)D-001	81-214 (A)D-001	
11:30						
12:30	Office D-001A			81-415A(A)D-001**	81-409 (A)D-001	
1:30	81-415A(A)D-001**		81-415A(A)D-001**	81-415A(A)D-001**	81-409 (A)D-001	
2:30				81-415A(A)D-001**	81-409 (A)D-001	
3:30				81-415A(A)D-001**	81-409 (A)D-001	
FLYNN						
8:30	82-406 (A)H-204		82-406 (A)H-204		Office H-204A	
9:30	82-406 (C)H-204		82-406 (C)H-204		Office H-204A	
10:30						
11:30		82-102 (C)H-206		82-102 (C)H-206		
12:30	82-406 (C)H-204		82-102 (C)H-204		82-406 (A)H-204	
1:30	82-406 (C)H-204	Office H-204A	82-102 (C)H-204	Office H-204A	82-406 (A)H-204	
2:30	82-406 (C)H-204	Office H-204A	82-102 (C)H-204	Office H-204A	82-406 (A)H-204	
3:30	82-406 (C)H-204		82-102 (C)H-204		82-406 (A)H-204	
GARIK						8:45 = 2:45 P.M.
8:30		82-102 (A)H-206		82-102 (A)H-206		82-A509 H-206
9:30		Office H-208		Office H-208		82-A509 H-206
10:30	82-102 (B)H-204		82-102 (B)H-204			82-A509 H-206
11:30						82-A509 H-206
12:30		82-102 (B)H-204		82-102 (A)H-204		82-A509 H-206
1:30		82-102 (B)H-204		82-102 (A)H-204		82-A509 H-206

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
2:30-2:45						82-A509 H-20[illegible]
2:30		82-102 (B)H-204		82-102 (A)H-204		
3:30		82-102 (B)H-204		82-102 (A)H-204		
BAWLEY						
8:30	82-203 (A)H-206	82-406 (B)H-204	82-203 (A)H-206	82-406 (B)H-204	Office H-206A	
9:30	Office H-206A***	Office H-206A***	Office H-206A***	82-406 (B)H-204	Office H-206A	
10:30	Office H-206A***		Office H-206A***	82-406 (B)H-204	82-406 (B)H-204	
11:30				82-406 (B)H-204		
12:30	82-413 (A)H-206**	82-413 (A)H-206**	82-413 (A)H-206**		82-203 (A)H-206	
1:30		82-413 (A)H-206**			82-203 (A)H-206	
2:00		82-413 (A)H-206**		Office H-206A	82-203 (A)H-206	
2:30		82-413 (A)H-206**		Office H-206A	82-203 (A)H-206	
3:30		82-413 (A)H-206**		Office H-206A	82-203 (A)H-206	
4:30				Office H-206A		
BODITSCHEK						
8:30			81-210 (A)H-210		81-210 (A)H-210	81-210 (B)H-210
9:30			Office H-102			81-210 (B)H-210
10:30				81-210 (B)H-210	81-210 (B)H-210	81-210 (B)H-210
11:30			81-210 (C)H-217		81-210 (C)H-210	81-210 (B)H-210
12:30				81-210 (C)H-217	81-210 (A)H-210	
1:30				81-210 (C)H-217	81-210 (A)H-210	
2:30				81-210 (C)H-217	81-210 (A)H-210	
3:30				81-210 (C)H-217	81-210 (A)H-210	
KOWALSKI						
8:30	Sci 7 D-004	Sci 7 D-004	Sci 7 D-004		Sci 7 D-004	
9:30	82-106 (B)A-023	Office H-204A	82-106 (B)A-023		Office H-204A	
10:30	Office H-204A		80-422 (A)H-207		80-422 (A)H-207	
11:30		Office H-204A			80-422 (A)H-207	
12:30	80-422 (B)H-207**		80-422 (B)H-207**	80-422 (B)H-207**	Office H-204A	
1:30	Office H-204A		82-106 (B)A-023	80-422 (B)H-207**		
2:30			82-106 (B)A-023	80-422 (B)H-207**		
3:30			82-106 (B)A-023	80-422 (B)H-207**		
KUHNEN						10:45 - 2:45 P.M.
8:30	Office H-210A	81-102 (A)H-210	Office H-210A	81-102 (A)H-210		81-A508 H-217
9:30	Office H-210A	81-102 (C)H-210	Office H-210A	81-102 (C)H-210		81-A508 H-217
10:30	81-102 (D)H-210		81-102 (D)H-210			81-A508 H-217
11:30		Office H-210A				81-A508 H-217
12:30	81-102 (D)H-210	81-102 (A)H-210		81-102 (C)H-210		81-A508 H-217
1:30	81-102 (D)H-210	81-102 (A)H-210		81-102 (C)H-210		81-A508 H-217
1:30-2:45						81-A508 H-217
2:30	81-102 (D)H-210	81-102 (A)H-210		81-102 (C)H-210		
3:30	81-102 (D)H-210	81-102 (A)H-210		81-102 (C)H-210		

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
McDOWELL						
8:30		81-202 (B)H-217		81-202 (B)H-217		
9:30	81-202 (C)H-217	81-202 (D)H-217	81-202 (C)H-217	81-202 (D)H-217		
10:30	81-412 (C)H-217**		81-412 (C)H-217**	81-412 (C)H-217**	81-412 (C)H-217**	
11:30	Office H-217A	Office H-217A	Office H-217A			
12:30	81-202 (B)H-217	81-202 (C)H-217	81-202 (D)H-217			
1:30	81-202 (B)H-217	81-202 (C)H-217	81-202 (D)H-217			
2:30	81-202 (B)H-217	81-202 (C)H-217	81-202 (D)H-217			
3:30	81-202 (B)H-217	81-202 (C)H-217	81-202 (D)H-217			
MINOR						(8:45 = 2:45 P.M.)
8:30		83-102 (A)H-201	83-102 (B)H-201	83-102 (A)H-201	83-102 (B)H-204	83-4409 H-201
9:30				Office H-102		83-4409 H-201
10:30				Office H-102		83-4409 H-201
11:30						83-4409 H-201
12:30		83-102 (B)H-201		83-102 (A)H-201		83-4409 H-201
1:30		83-102 (B)H-201		83-102 (A)H-201		83-4409 H-201
2:30-2:45						83-4409 H-201
3:30		83-102 (B)H-201		83-102 (A)H-201		
3:30		83-102 (B)H-201		83-102 (A)H-201		
PLACEK						
8:30					83-102 (C)H-201	
9:30	83-102 (C)F-008		82-102 (C)F-008		83-102 (C)H-201	
10:30					83-102 (C)H-201	
11:30	Office F-008	Office F-008	Office F-008	Office F-008	83-102 (C)H-201	
12:30	Phys 12 F-008	Chem 11(1)F-008	Phys 12 F-008	Phys 12 F-008	Phys 12 F-008	
1:30	Chem 11 F-008	Chem 11(1)F-008	Chem 11 F-008	Phys 12 F-008	Chem 11 F-008	
2:30		Chem 11(2)F-008				
3:30		Chem 11(2)F-008				
ROSENSTEIN						
8:30						
9:30						
10:30				Office D-007*		
11:30	Office D-007**	80-418 (B)D-004	Office D-007**	80-418 (B)D-004	Office D-007**	
12:30	80-418 (C)D-004**		80-418 (C)D-004**	80-418 (C)D-004**	80-418 (C)D-004**	
1:30	Office D-007*	Office D-007*	Office D-007*	Office D-007*		
1:30	80-418 (D)D-004**	80-418 (D)D-004**	80-418 (D)D-004**	Office D-007**	80-418 (D)D-004**	
2:30	80-100A(C)D-004	80-100A(C)D-004	80-100A(C)D-004	80-100A(C)D-004	Office D-007**	
3:30		80-100A(C)D-004				

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
ROSSMORE						
8:30						
9:30					82-104 (A)A-023	
9:30-10:00				Office A-023		
10:30				82-104 (B)A-023		
10:30-11:00				Office A-023		
11:30						
12:30				82-104 (A)A-023	82-104 (B)A-023	
1:30				82-104 (A)A-023	82-104 (B)A-023	
2:30				82-104 (A)A-023	82-104 (B)A-023	
3:30				82-104 (A)A-023	82-104 (B)A-023	
SMITH						
8:30	Office H-203	Office H-203	Office H-203	Office H-203		
9:30	80-418 (A)H-201**	80-418 (A)H-201**	80-418 (A)H-201**	80-418 (A)H-201**		
10:30	83-102 (D)H-201		83-102 (D)H-201	83-304A(A)H-201		
11:30		83-415 (A)H-201		83-415 (A)H-201		
12:30	83-102 (D)H-201					
1:30	83-102 (D)H-201		83-415 (A)H-201			
2:30	83-102 (D)H-201	83-304A(A)H-217	83-415 (A)H-201			
3:30	83-102 (D)H-201	83-304A(A)H-217	83-415 (A)H-201			

* - 1st 8 wks only; ** - 2nd 8 wks only; *** - when not supervising during 1st 8 wks.

PART-TIME AND EXTENSION DIVISION, Spring 1961-62

ALLEN	Science A505	Alternate Thursdays (all year)	7:00 - 8:45 P.M. H-[illegible]
CUNNINGHAM	Biology A418	Tuesdays (with McDowell)	7:00 - 8:45 P.M. H-[illegible]
KUHNEN	Biology A509	Saturday	8:45 A.M. - 2:45 P.M. H-[illegible]
FISHER	Science A401X	Tuesday	7:00 - 8:45 P.M. H-209
GARIK	Chemistry A509	Saturday	8:45 A.M. - 2:45 P.M. H-206
McDOWELL	Biology A418	Tuesdays (with Cunningham)	7:00 - 8:45 P.M. H-209
MINOR	Physics A409	Saturday	8:45 A.M. - 2:45 P.M. H-203
PLACEK	Science A409	Thursday	7:00 - 8:45 P.M. F-008
SMITH	Physics A402	Saturday	8:45 A.M. - 2:45 P.M. H-201

SCIENCE DEPARTMENT
Report to the
President
AY 1961-62

MONTCLAIR STATE COLLEGE
Upper Montclair, N. J.

ANNEX H

LIST OF THESES [illegible] in Science [illegible] — AY 1961-62

[illegible], Bernard T. A SURVEY OF THE SCIENCE AND MATHEMATICS PREPARATION OF SCIENCE MAJOR GRADUATES OF MONTCLAIR STATE COLLEGE AND THEIR SUBSEQUENT TEACHING EXPERIENCE. June, 1962. 50pp.

[illegible], Edward. A SURVEY OF CHEMISTRY TEACHERS IN NURSING SCHOOLS IN NEW JERSEY TO DETERMINE NEED FOR SPECIAL HIGH SCHOOL COURSE FOR FUTURE NURSES, SPRING 1962. June, 1962. 44pp.

Dolman, John Bernard. THE PREPARATION AND EVALUATION OF A UNIT ON ROCKETRY TAUGHT TO A HOMOGENEOUS GROUP OF 120 NINTH-GRADE STUDENTS AT THOMAS JEFFERSON JUNIOR HIGH SCHOOL, FAIR LAWN, NEW JERSEY, MARCH, 1962. 46pp.

Keegel, Kathryn Ellyn. A SET OF CRITERIA FOR THE SHOWING OF BIOLOGY LABORATORY-CLASSROOM FACILITIES AND THE APPLICATION OF THESE CRITERIA TO THE SPECIFIC NEEDS OF POMPTON LAKES HIGH SCHOOL, POMPTON LAKES, NEW JERSEY. May, 1962. 50pp.

Khoury, Gloria. A QUANTITATIVE COMPARATIVE SURVEY OF TEXTUAL MATERIALS CURRENTLY USED IN HIGH SCHOOL CHEMISTRY COURSES TO DETERMINE MODERN COURSE OF STUDY CONTENT. June, 1962. 134pp.

Kole, Frank Michael. A CONTROLLED EXPERIMENT IN THE DEVELOPMENT OF CRITICAL THINKING IN EIGHTY-SIX STUDENTS, TENTH-GRADE BIOLOGY, NEW MILFORD HIGH SCHOOL, NEW MILFORD, NEW JERSEY, 1961-62. June, 1962. 100pp.

Lederbaum, Donald. AN INVESTIGATION OF THE EFFECT OF A BASIC SCIENCE COURSE ON THE SUCCESS OF 146 BIOLOGY STUDENTS AT EAST ORANGE HIGH SCHOOL, EAST ORANGE, NEW JERSEY, 1958-1961. June, 1962. 47pp.

Rosenstein, Harriet Hirschhoff. AN INVESTIGATION AND EVALUATION OF SELECTED TEACHING AIDS FOR USE WITH A UNIT ON INFORMATION PROCESSING FOR THE JUNIOR HIGH SCHOOL, 1961-62. June, 1962. 112pp.

Turkewitz, Dale Johnson. AN INVESTIGATION TO DETERMINE THE REACTIONS OF 298 TENTH-GRADE BIOLOGY STUDENTS TO A UNIT ON HUMAN REPRODUCTION AS TAUGHT AT ROSELLE PARK HIGH SCHOOL, ROSELLE PARK, NEW JERSEY, OVER THE FOUR YEARS, 1958 TO 1961. June, 1962. 50pp.

Wallgreave, William John. A SURVEY OF LOCAL HIGH SCHOOL SCIENCE FAIRS IN NEW JERSEY PUBLIC HIGH SCHOOLS. June, 1962. 30pp.

Williams, Emilie Brown. AN INVESTIGATION INTO THE LIABILITY OF THE HIGH SCHOOL SCIENCE TEACHER IN THE PUBLIC SCHOOLS OF THE STATE OF NEW JERSEY, FALL 1961. June 1962. [illegible]

[illegible]

Montclair State College
Department of Public Relations
Report to the President
Academic Year
1961-1962

We were able to get as good mileage and we received a great deal of publicity from the Cosla Collection and our new building program. We received excellent coverage on our college players who were selected for a U.S.O. tour.

The programs instituted by the Student Government Association brought great credit to the college. Our relationship with the local press and with the Newark and New York newspapers is improving. We are on first name basis with at least 20 reporters and get close cooperation.

Recommendations:

1. More help
2. A clipping service
3. One good typewriter
4. An old memeograph machine if you happen to have one handy
5. A coat of paint on our Administration Building
6. Clearly marked parking space for visitors
7. An advance (as much as possible, in advance) notice of the college schedule by June 30th. for the following year.

I'm not sure we have good Public Relations or not but most of the time we are called Montclair State College, so they spell our name right, at least.

Respectfully submitted,

Morris G. McGee
Coordinator of Public Relations

MGM:ir

Montclair State College
Department of Public Relations
Report to the President
Academic Year
1961-1962

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_____

Morris G. McGee

Coordinator of Public Relations

MGM:ir

Montclair State College

DEPARTMENT OF EDUCATION

Report to the President

Academic Year

1961-1962

MONTCLAIR STATE COLLEGE

Department of Education

Report to the President Academic Year 1961-62

Introduction

Mr. George King, Assistant Professor, left the department to become Director of Admissions. Mr. Raymond Lewin, Assistant Professor, was promoted to Associate Professor and became, for this academic year, the Acting Director of Field Services.

The Instructional staff of the department was increased by the addition of Mr. Leo Fuchs, Associate Professor, who had formerly been the Dean of Students; Dr. Thomas Richardson, Professor, formerly Dean of the College at Jersey City State College; Mr. Raymond Jump, Assistant Professor, formerly the administrative principal of the Peapack-Gladstone school district; Dr. Alfred Gorman, Associate Professor, formerly Director of Curriculum and Instruction in the Nutley school system; and Mr. Donald Gretz, Assistant Professor, formerly in guidance work in the Livingston school system.

It was again necessary to engage the services of part-time staff members to assist in the supervision of student teachers. These included Mr. William McLean, Mrs. Elizabeth Meyers, Mr. A. Deane Nichols, and Dr. Scott Smith. This assistance was in addition to the staff time of professors of other departments assigned to the Education Department for the supervision of student teachers.

On page 2 is a summary table of staff degree status, with appointment and promotion dates.

UNDERGRADUATE INSTRUCTION

During the year the course content in the required Education courses was reorganized and detailed outlines of curriculum materials and methods were prepared.

A special section of Education 202, Human Development and Behavior II, was offered in connection with the college Honors Program.

The student teaching period was reduced from twelve weeks to ten weeks. The question of the advisability of reducing the number of visits by each college supervisor from three per student teacher to two per student teacher was studied.

On page 3 will be found a table showing the undergraduate enrollments for the fall and spring semesters.

ducation Table #1

MONTCLAIR STATE COLLEGE - DEPARTMENT OF EDUCATION
Staff Qualification and Promotion Data

NAME	STAFF QUALIFICATIONS		APPOINTMENT AND PROMOTION					COMMENTS
	College	Degree	Asst. Inst.	Instructor (AP II)	Asst. Prof. I	Assoc. Prof.	Professor	
Fantone -45	Montclair	MA	45-46	48-49	55-56			Co-Director: AVA
Morehead -47	Columbia	EdD		2/47	52-53	55-56	58-59	Chairman'57 Advsr.:A&S
Davis -49	NYU	PhD			49-50	53-54	57-58	Advsr.: P&G
Atkinson -51	UConn	PhD				51-52	54-55	Director:CHS
Garland -51	Simmons	MS	51-52	53-54	56-57			
Lutz -52	NYU	PhD			52-53	55-56	59-60	Research
Sheft -52	Montclair	AM		52-53	60-61			Co-Director: AVA
Seidman -55	NYU	PhD			2/55	58-59		
Frazee -56	Montclair	MA		56-57	61-62			Acad.Counselor
Salt -56	NWestern	MA				56-57		
Walter -57	Harvard	EdD					57-58	
Floyd -57	NYU	PhD			9/57	2/58		
Gallagher -57	Montclair	MA		57-58	61-62			Guidance-CHS
Buchner -58	Montclair	MA				58-59		Read.Clinic
Lewin -58	Montclair	MA			58-59	61-62		Act.Dir.PtTme &Ext.-61-62
Lange -58	Columbia	EdD						Dir.III-12 mo. "StTchg&Plcmt
Brower -59	NYU	PhD				59-60		Psych.Counselor
Harmon -59	BrigYoung	MS		59-60				Asst.: Student Personnel
Peckham -59	Columbia	EdD					59-60	
Runden -59	Indiana	PhD			59-60			
Hauer -59	NYU	PhD				59-60		Psych.Couns.
King -60	Montclair	MA			60-61			Adm.Office
Fuchs -61	Rutgers	MEd				61-62		FromDean of Studnts-'59
Richardson-61	Columbia	EdD					61-62	
Jump -61	Maryland	MA			61-62			
Gorman -61	Columbia	EdD				61-62		
Gregg -61	Montclair	MA			61-62			

Education Table #2. Undergraduate Enrollment

Fall, 1961

Ed. 100	Mental Hygiene & Personal Adjustment	34, 37, 26, 28	Davis
		34, 23	Garland
		36, 33, 31	Floyd
		35	Harmon
201	Human Development & Behavior, I	35	Harmon
		36, 37, 34	Hauer
		32, 35	Lutz
		34, 36	Buchner
		37, 36, 34	Garland
		36, 38	Floyd
		35, 33	Brower
		34	Fuchs
303	Teacher in School & Community	34	Wâter
		36	Atkinson
		33, 34	Jump
		33, 36, 37	Gorman
		38	Morehead
		32, 32	Runden
		37, 35	Gregg
		34, 37	Fuchs
304X	Principles and Methods of Teaching	27	Fuchs
401	Development of Educational Thought	32, 32, 34	Jump
		30, 27	Peckham
		31, 18, 35	Salt
		38, 32, 30, 34	Richardson
		20, 27, 20	Runden
408	Select. & Util. of A-V Materials	18	Fantone
452	Psychology & Education of Handicapped	42	Hauer
		22	Brower
453	Social Psychology	10, 7	Seidman
461	Jr. High School Curriculum	18	Peckham
462	Survey of Reading Meth. in Sec.School Subjects	14	Buchner
472	Elementary School Curriculum	30	Walter
473	Elementary School Language Arts	17	Walter

Spring, 1962

Ed. 100	Mental Hygiene & Personal Adjustment	35, 35, 35, 33	Davis
		36	Buchner
		38, 31	Garland
		37	Harmon
202	Human Development & Behavior II	40	Harmon
		39, 39	Buchner
		34, 41, 40	Lutz
		32, 39, 34	Garland
		20, 40	Hauer
		25, 40, 36	Seidman
		41, 40	Floyd

Education Table #2 (continued)

Spring, 1962

Ed. 303	Teacher in School and Community	27	Rugg
304	Principles & Techniques of Sec. Ed.	37, 32	Gorman
		37, 40	Richardson
		30, 16, 17	Runden
		36, 30	Salt
		28, 35	Peckham
304X	Principles and Methods of Teaching	42	Fuchs
		41	Jump
		34	Richardson
		23	Runden
		36	Walter
404	Co-curricular Activities in Sec. Sch.	41	Gregg
406	Educational Sociology	34	Rugg
415	Seminar in Problems of Classroom Tchr.	35	Salt
		35	Walter
450	Psych. Foundations of Personality	40, 47	Floyd
451	Guidance for Classroom Teachers	37	Gallagher
452	Psych. & Education of Handicapped	39, 44	Brower
		40	Hauer
453	Social Psychology	9	Seidman
461	Junior High School Curriculum	34	Peckham
463	Read. & Improvement of Study Skills	35	Gregg
472	Elementary School Curriculum	33	Jump
473	Elementary School Language Arts	22	Walter

****

We were again requested by the New Jersey State Federation of Teachers to provide an opportunity for one of their representatives to address all of our students. The request was rejected on the ground that we could not accommodate all the organizations desiring to speak to assemblies of our students. We did, however, offer to make available to our students any literature which the Federation might wish to have distributed.

On November 16 and 17, 1961 the college was visited by Dr. James B. Conant and the following associates: Dr. J.S. Finch, Dr. E.A. Dunham, and Dr. W. H. Cartwright. Dr. Conant met with a committee on social background courses with the chairman and the following department members: Dr. Gorman, Mr. Lewin, Dr. Peckham, Dr. Richardson, Mr. Salt, and Dr. Walter. He also met with a committee on psychological backgrounds of education composed of Dr. Brower, Mr. Buchner, Dr. Floyd, Dr. Hauer, Dr. Lutz, and Dr. Seidman.

Dr. Cartwright of the Conant committee met with the chairman and Dr. Lange, the Director of Student Teaching and Placement, as well as with representatives of the other departments on the subject of our student teaching program. Dr. Conant visited one of the chairman's classes during this visit.

Report to the President

Department - Miscellaneous

The Education classes in the Part Time and Extension Division, both graduate and undergraduate, were visited by the Acting Director of Field Services in compliance with a directive from Commissioner F. M. Raubinger. Mr. Lewin submitted copies of his reports to the chairman. These reports were uniformly good.

The following department attended meetings of the organizations listed after their names.

Dr. Atkinson - State Department of Education
Dr. Davis - New Jersey Personnel and Guidance Association (President)
American Personnel and Guidance Assn. Counselor Educators
Miss Gallagher - New Jersey Personnal & Guidance Association
Dr. Gorman - Association for Supervision and Curriculum Development
Educational Records Bureau
Mr. Gregg - New Jersey School Development Council
Dr. Morehead - State College conference at Newark State College
Dr. Richardson - Newark State College Conference
Dr. Rugg (Distinguished Service Professor - Chicago Conference
Mr. Salt - World Telegram and Sun Spelling Bee, Judge
American Society of Tool and Manufacturing Engineers
Cape May County Principals Association
Dr. Walter - American Educational Research Association
Professional Integrity Field trip with students
A meeting in Washington, D. C. with eight organizations concerned with a possible research project here at the college

Marks assigned by members of this department in the Part Time and Extension Division (including graduate courses) continued to fall about in the pattern characteristic of the grading practices of the whole college.

A field trip for some upper division students to Hanover Park Regional High School was carried out in connection with a team teaching and library usage demonstration sponsored by the American Library Association.

Mr. Buchner began using the Cerebral Palsy Center of Essex County for off-campus training for advanced graduate students working in reading.

Dr. Allan Rosebrock, Director of Certification and Teacher Education in the New Jersey State Department of Education,reported that he was studying the question of a program at Montclair for preparing teachers for socially and emotionally maladjusted youngsters. This was in reaction to proposals in this area originating in the department.

Two professors were assigned one-fifth time each to the Student Personnel Division for the psychological counselling of our own college students.

Report to the President

Dr. Walter continued to lead the Professional Integrity Committee with the aim of tightening up test, examination, and term paper procedures on the one hand and developing a true honor system on the other.

A study of anonymous pupil ratings by the foreign language majors of the Class of 1961 concerning the post student teaching education courses was conducted.

Dr. Richardson served as the general chairman of the Montclair College Conference on "Who Is To Be Educated?"

Department meetings were held on September 8, November 2, November 30, December 14, 1961, and February 6, April 19, May 10, and May 31, 1962.

Graduate Instruction

The number of graduate courses taught by members of the department as part of their regular loads increased.

Oral examinations were held for those candidates in the Administration and Supervision curriculum whose written examination results were inconclusive.

All the graduate courses in the Edudation Department were reorganized and renumbered.

A study of the aims, purposes, content and organization of the required research course, Education 503, Methods and Instruments of Research, was made. Its relationship to the advanced research courses in the department was also studied.

Enrollments of the 1961-62 graduate and extension divisions follow, including those for the summer of 1962.

Education Table #3. Enrollments - Fall, 1961, Spring, 1962, ~~Summer 1962~~
Part-Time and Extension

Fall, 1961

Educ. A201	Human Development and Behavior, I	29	Seidman
A202	Human Development and Behavior, II	16	Brower
A303	Teacher in School & Community	24	Salt
A304	Prin. & Tech. of Secondary Education	36	Fuchs
A401	Development of Educational Thought	43	Jump
A406	Educational Sociology	16	Gorman
A408	Selct. & Utiliz. of A-V Materials	20	Fantone
		20	Sheft
A409	Radio & Sound Equipment in Classroom	15	Sheft
A451	Guidance for Classroom Teacher	19	Gregg
A492	Comparative Education	36	Richardson
A500D	Sch. Adm. I: Functions & Organization	26	Wlater
A500F	Sch. Adm. III: Community Relations	20	Atkinson
A501	Tests and Measurements in Sec. Ed.	18	Walter
A500	Org. & Admin. of Modern High School	32	Peckham
A503	Methods and Instruments of Research	24, 20	Lutz

Education Table #3 (continued)

Fall, 1961

Educ.	A504A	Curriculum Construction in Sec. School	31	Salt
	A505	Organiz. & Admin. of Extra-Curricular Activ.	31	Morehead
	A506	School Law	36	Morehead
	A508	Supv. of Instruction in Sec. School	39	Peckham
	A520	Principles of Mental Hygiene	18	Brower
	A521A	Educ. & Psych. Measruements in Guidance	30	Seidman
	A537	Social-Moral Guidance	47	Davis
	A538	Group Guidance & Counseling Activities	28	Gallagher
	A550	Child and Adolescent Development	31	Floyd
	A551	Principles & Techniques of Guidance	39	Gregg
			36	Gelfond
	A552	Junior College Curriculum	8	Peckham
	A553	Core Curriculum & Life Adj. Program in H. S.	26	Salt
	A554A	Psych. And Educ. of Exceptional Children	39	Hauer
	A556	Prin. of Reading Improvement in Sec. Sch.	28	Buchner
	A558	Correct. & Remed. Reading in Sec. School	8	Kutash
	A588	Techn. of Interv'g and Counseling	32	Davis

Spring, 1962

Educ.	A201	Human Development & Behavior I	35	Fuchs
			23	Hauer
	A202	Human Development and Behavior, II	25	Garland
	A303	Teacher in School & Community	34	Runden
	A304	Principles & Techn. of Secondary Ed.	34	Gorman
	A401	Development of Educational Thought	37	Peckham
	A408	Select. & Utiliz. of A-V Materials	38	Doremus
	A410	Teaching Materials Workshop	36	Sheft
	A440	Camping and Outdoor Education	24	Schmidt
	A491	Meas. and Evaluation of Tchg. and Learning	31	Seidman
	A500A	Basic Educational Trends	37	Rugg
	A500B	Advanced Educational Psychology	37	Floyd
	A500C	Recent Trends in Sec. Sch. Methods	44	Salt
	A500D	Sch. Admin, I: Functions & Organization	26	Morehead
			21	Hoffman
	A500F	Sch. Admin. III: Community Relations	26	Atkinson
			25	Willard
	A503	Methods and Instruments of Research	20	Lutz
			22	Walter
	A504B	Seminar in Curriculum Organization	18	Salt
	A505	Org. & Adm. of Extra-Curricular Activ.	32	Morehead
	A507	School Finance	34	Morehead
	A510	Seminar in Sec. Adm. & Supv.	21	Peckham
	A521B	Psych. Tests in Guidance Programs	31	Davis
	A529A	Field Work in Guidance	1	Gallagher
	A536	Educational Guidance	27	Gallagher
			30	Kenyon
	A539	Elem. School Guidance Services	52	Fuchs
	A548	Curr. Construction in Elementary Schools	19-	Jump
	A551	Prin. & Techniques of Guidance	43	Gelfond
			53	Gregg
	A554B	Psych. and Education of Exceptional Child	30	Brower
	A557	Tech. of Improving Reading Ability	28	Buchner
			26	Shellenberger

Education Table #3 (continued)

Spring, 1962

Educ.	A559	Workshop in Correc. & Remedial Reading	6	Buchner
	A560A	Lab. in A-V Instruct. Materials: Non-Proj.	9	Dunavan
	A587	Adm. & Supv. of Guidance Programs	10	Gregg
	A601C	Dealing With and Understanding Youth	3	Davis
	A602	Seminar in Guidance	23	Davis
	A603B	Principales and Practices of Research	13	Lutz

Education Table #4. Summer, 1962 Enrollment

Educ.	S201	Human Development & Behavior I	23	Seidman
			39	Fuchs
	S202	Human Development & Behavior II	31	Lutz
	S303	Teacher in School & Community	28	Fuchs
			34	Gorman
	S304	Principles & Techniques of Secondary Ed.	46	Jump
	S401	Development of Educational Thought	45	Jump
			37	Richardson
	S406	Educational Sociology	30	Gorman
	S408	Select. & Utiliz. of A-V Materials	34	Fantone
			29	Duffy
	S462	Survey of Reading Methods in Sec.Sch.Subj.	12	Buchner
	S492	Comparative Education	15	Richardson
	S500A	Basic Educational Trends	7	Walter
	S500C	Recent Trends in Sec. Sch. Methods	18	Salt
	S500D	School Adm. I: Functions & Organization	33	Morehead
	S500F	School Adm. III: Community Relations	20	Atkinson
	S501	Tests & Measurements in Secondary Ed.	23	Walter
	S502	Organization & Admin. of Modern H. S.	8	Peckham
	S503	Methods and Instruments of Research	14	Peckham
			14	Froehlich
			17	Walter
	S504A	Curriculum Construction in Sec. School	27	Salt
	S504B	Seminar in Curriculum Organization	16	Salt
	S505	Organiz. & Admin. of Extra-Curricul.Activ.	18	Morehead
	S506	School Law	17	Morehead
	S508	Supver. of Instruction in Sec. Sch.	10	Atkinson
	S510	Seminar in Secondary Adm. & Supv.	10	Peckham
	S521A	Educ. & Psych. Measurements in Guidance	48	Seidman
	S521B	Psych. Tests in Guidance Programs	37	Davis
	S535	Vocational Guidance	35	Gregg
	S551	Principles & Techniques of Guidance	33	Gregg
			21	Atkinson
	S554A	Psych. & Educ. of Excep. Children, I	48	Brower
	S554B	Psych. & Educ. of Excep. Children, II	35	Brower
	S558	Correct. & Remed. Reading in Sec. Sch.	13	Buchner
	S587	Adm. & Supv. of School Guidance Programs	19	Gregg
	S588	Techniques of Interviewing & Counseling	24	Brower
	S602	Seminar in Guidance	10	Davis
	S603	Principles and Practices of Research	1	Walter

Report to the President

College High School

The College High School program continued. It is the opinion of the department that despite the deficiencies of this campus laboratory school the College High School should be continued until a more adequate facility is provided. It is again recommended that a new campus high school, capable of enrolling 800 to 1000 students in the various curricula found in the New Jersey high schools be given the highest priority in any future building program. The college demonstration school is as important to a teachers college as a hospital is to a medical college.

Follow-Up

As is customary, the employers of our graduates of the class of 1961 were requested to evaluate the work of our first year teachers. The results are summarized in Education Table #5. The over all success of our total program is evidenced by the good results shown.

Respectfully submitted,

Allan Morehead

Allan Morehead
Chairman

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	Secondary 1	[illegible]	[illegible]	[illegible]	[illegible]
	Elementary 1	[illegible]	11	[illegible]	[illegible]
[illegible]	Sec.	[illegible]	[illegible]	[illegible]	[illegible]
	Elem. 1	[illegible]	0	[illegible]	[illegible]
[illegible]	Sec. 1	[illegible]	[illegible]	[illegible]	[illegible]
	Elem.	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	Sec. 1	[illegible]	[illegible]	[illegible]	[illegible]
	Elem.	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	Sec.	[illegible]	[illegible]	[illegible]	[illegible]